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ABSTRACT

The Center for the Study of Migrant and Indian Education has recognized the need to develop special materials to improve the non-Indian's understanding of the differences he observes in his Indian classmates and to promote a better understanding by American Indian children of their unique cultural heritage. Little Bear is a story of a young Yakima Indian boy who is struggling to become a man. The story deals with an encounter between a small Yakima boy and the giant bear, Four Toes. The filmstrip unit and 2 accompanying picture story books are intended for children from ages 4-7 and are done on 2 levels--Level A for nonreaders and Level B for beginning readers. Each unit is centered around 10 sequenced lessons, with 1 lesson being presented in the classroom each day. Unusual features of the lessons include (1) background cultural notes for the teacher and aide; (2) involvement of parents and community people as resources and involvement of parents in home learning and discussion activities; (3) the use of a Yakima Cultural Corner in the classroom for the duration of each unit, complete with a large teepee; (4) creative dramatization lessons using the "Magic Circle"; (5) teaching procedures intended to reduce stress on the children and to increase their enjoyment and involvement; and (6) outdoor as well as indoor activities. The Teacher's Manual contains descriptions of materials and instructions. Parental involvement activities which the child does at home with his parents and suggestions regarding ways to involve resource people, hopefully Yakima people, are also included. The materials are centered around a filmstrip. (FF)

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LITTLE BEAR

TEACHER'S MANUAL

[WITH UNITS FOR LEVELS A AND B]

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1972

YAKIMA CULTURAL UNITS NEARING COMPLETION

The Center is at the mid-point in the development of two Yakima Indian cultural units — **Little Bear**, a story dealing with the encounter of a small Yakima boy with the giant Four Toes, and **The Greedy Little Boy**, a legend which tells, through the behavior and adventures of a small boy, why the racoon has black eyes and a banded tail. The filmstrips and recorded narrations for both units were done by Mr. Larry George, a Yakima artist and story-teller. The development, writing and field-testing of the teacher's manuals and supporting materials is being done by Dr. Dale Otto.

The units are intended for children from the ages of 4 to 7, and are done in two levels — Level A for children who have not yet started reading, and Level B for those who are beginning readers. Each unit is centered around ten sequenced lessons, with one lesson being presented in the classroom each day. Unusual features of the lessons include:

—background cultural notes for the teacher and aide;

—involvement of parents and community people as resources, and involvement of parents in home learning and discussion activities;

—the use of a Yakima Cultural Corner in the classroom for the duration of each unit, complete with a large teepee;

—creative dramatization lessons using the "Magic Circle;"

—teaching procedures which are intended to reduce classroom stress on the children, and increase their enjoyment and involvement in the units;

—outdoor as well as indoor activities.

The units are now being revised on the basis of field-test results in four classrooms, and will be completed and ready for circulation to schools in June, 1972. Curriculum development procedures used in this project will also serve as a model for other curriculum development projects the Center is engaging in.

CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION
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INTRODUCTION

Although the research and development of diverse educational curriculum materials for school-age children is expanding, few instructional materials have been developed to improve the non-Indian's understanding of the differences he observes in his Indian classmates. Moreover, little has been done to promote a better understanding by Indian children of their unique cultural heritage. Though isolated attempts have been made to improve this situation, non-Indian children still remain uninformed and Indian children are still experiencing failure and frustration.

The Center for the Study of Migrant and Indian Education has recognized the need to develop special materials to bridge this gap in the child's education. The content of the materials developed should provide for broad application, both practical and general. The materials should also interest the child and inform him while he is learning. It is for these reasons that the Center has developed a multi-media approach to providing learning experiences about Yakima Indian culture and heritage. This filmstrip unit is part of the approach which also includes tape recordings, storybooks for pre-readers and beginning readers alike, and coloring sheets. It is one of two completed teaching units in a proposed series.

"Little Bear" is the story of a young Yakima Indian boy who is struggling to become a man. To gain recognition and manhood, a young Yakima Indian boy had to earn his eagle feather. When he earned this honor, he made the initial step towards becoming a man. In this filmstrip, you and the children will also become aware of other aspects of traditional Yakima Indian culture. You will notice some of the particular roles that each person plays in the family structure. You will also notice the importance of finding a guardian spirit which is portrayed when the little boy finds the bear. The old ways of the Yakima Indian people can be discussed with the children. Hopefully, they will gain appreciation and understanding of the Indian's values and beliefs.

For the convenience of those who use these materials, the Teacher's Guide contains descriptions of the materials and instructions for their use. Parental involvement activities which the child does at home with his parents are also included, as are suggestions regarding ways to involve outside resource people, hopefully Yakima people.

The story of "Little Bear" was created by Mr. Larry George, a Yakima Indian artist and story-teller. Mr. George designed and carried out the art work for the accompanying filmstrip and narrated the story. He also directed the art work for the Picture Story Book, which was carried out by Mr. Nathan Olney. Dr. Dale Otto conceptualized, designed and wrote the Teacher's Manual and supporting materials for this unit, and coordinated its preparation, field-testing, revision, and production.

Lloyd M. Gabriel, Ed. D.
Director, Center for the
Study of Migrant and
Indian Education

THE METHODS

I. Emphasis on the Children's Success

A basic goal of this unit is that all children experience success. To reach this goal, it is basic that a child feel confident before he is called on to respond or perform in a lesson. Because of this, we encourage you to call on children who volunteer. One way of showing that you are ready for children to volunteer is to raise your hand when you want a child to respond, indicating that any child who is ready should raise his or her hand. Throughout the lessons, there are reminders for you to call on volunteers. Another advantage of using this procedure is that it helps you to not use questions about the story as a discipline tool by directing questions at children who you feel aren't listening. It is important that the children consistently see the process of asking and answering questions as being a primary, non-threatening learning tool and not as a form of punishment.

Another way in which the children's success with the materials is supported is through the questioning techniques and topics suggested. We have tried to ensure that the children are well prepared before being asked to answer a question, and through the technique of GRADED DIFFICULTY QUESTIONS, the teacher is able to choose the type of question which a child is likely to be able to answer. (See Lesson 2 for a brief explanation of GRADED DIFFICULTY QUESTIONS.)

You will need an aide in most of the lessons. If you do not have an aide, we strongly suggest that you get one or more volunteer parents or older students to assist you. Parent involvement is stressed throughout the materials, and using volunteer parents as classroom aides is another good way to include parents. This does require careful planning, however.

II. Emphasis on Yakima Culture

Another strong goal of this unit is to clearly present some aspects of traditional Yakima culture to the children in a strong, positive and accurate light.

One device for supporting this goal is the Yakima Culture Corner. We urge you to prepare a corner of your classroom for the duration of the unit, where you can erect a teepee, place the wall pictures, and carry out all lesson activities Each lesson contains information on the arrangement of the Cultural Corner. In addition to providing an interesting, fun addition to the room and setting for the activities, establishing a Cultural Corner will also give tangible, conceptual evidence to the children regarding the underlying fact that a culture is an intact, complete system, which meets the needs of the people of a given culture at a given time. The children can also use the Cultural Corner for play during free time.

We also strongly suggest that if possible, you include an older Yakima as a resource person. Several lessons call for such a person, and your incorporating him or her into the unit in the ways suggested would lend greater meaning to the culture aspects of the story and activities.

Short background notes have been included with several lessons to help you deal with discussion of the topics of traditional Yakima culture that the story includes. These notes are printed on orange paper, and are bound in front of the lessons to which they refer.

THE MATERIAL

The materials supplied with this unit are centered around the sound filmstrip story and the Teacher's Manual. Other materials have been included for use in the Unit. The Manual is organized as follows:

Introductory notes, including descriptions of the background of the Unit and the procedures and lessons suggested;

The lessons, prefaced with necessary by background information notes which are printed on the same color of paper as these introductory notes are.

The unit is designed to take two weeks, with one lesson being taught each day. The ten lessons are characterized by explicit directions and have been carefully sequenced, but there is still considerable room for you and your aide to creatively modify or extend each lesson. We do suggest, however, that you follow the lessons and their order as closely as is compatible with your own teaching methods.

The first lesson should be taught on a Friday afternoon. It and several other lessons require some advance planning and preparation, so be sure that you study the Manual carefully at least a week prior to beginning the Unit.

The lessons are printed sideways on the page to facilitate your using the Manual, if you wish to, during the lesson. The lessons are written for the teacher and aide, and sequentially list the steps which should be followed.

Each lesson is structured as follows:

Introductory section:
- -the objective for the children of the lesson;
- -an explanation of the objective;
- -a list of the materials needed in the lesson, including those supplied by the Center and those to be supplied by the teacher;
- -notes concerning advance preparation the teacher should make, at least one day in advance;
- -notes concerning any special procedures used in the lesson;

The lesson:
- -a diagram of the classroom layout for the lesson;
- -PRESENT - that part of the lesson where the teacher introduces, or presents the lesson to the children;
- -PARTICIPATE - that part of the lesson where the children actually take part in the activity;
- -EVALUATE - that part of the lesson where the children and teacher assess what the lesson accomplished, and what it meant to the children. This part also includes parent activity and evaluation, a suggestion of how to relate the unit to the child's home and involve his or her parents.

The time required for each lesson varies from 30 to 50 or so minutes. Each lesson should be scheduled at the same time each day, at a good time of the day when the children's interest is maximum.

We have included an evaluation form at the end of the manual which we sincerely hope you will complete and return to us. Please refer to it at the end of each lesson, as there are a few items which are specific to each lesson after it has been taught.

ADVANCE PREPARATION, AND PROCEDURAL NOTES

The following preparations should be organized and made at least a week in advance of your teaching the unit:

1. View and listen to the filmstrip and tape recording in order to get acquainted with the story, and to facilitate your handling of the introductory lessons (Lessons 1 and 2).

2. Arrange for your resource person or persons, preferably Yakima people:

   Lessons 1 and 2 need a resource person who can discuss the importance of hunting in the olden days, and how the bow and arrow were used;

   Lessons 3 and 4 need a resource person who can discuss the aspects of traditional Yakima culture called for in each lesson.

3. Plan your room's Cultural Corner and gather the necessary materials for erecting the teepee (Lesson 1). Also, read through the subsequent lessons to plan for acquiring other necessary materials and supplies.

4. If you do Lesson 8 indoors, you may want to make two or three prop trees for use in the dramatization. If the weather allows you to do this lesson outside, choose a location with several trees around. This lesson suggests that you invite the children's parents to attend. If you decide to do this, invite them early enough to arrange their schedules.

Lesson 1 should be taught on a Friday, so if at all possible, schedule your curriculum to allow you to do this.

There are numerous, optional coloring sheets in this unit, for you to duplicate for your children's use. After studying the manual, you may see ways in which you will want to add to the ways we suggest they be used. For example, you may want to assemble and staple them into end-of-unit booklets for each child. Or you may want to use them as starting points for individual children's "language experience" activities or readers. Or you may want to make your own pre-primers by carefully printing short, simple, relevant sentences at the bottom of a coloring page master so they are duplicated along with the drawing.

The picture story books may also be used for "language experience" activities, whereby you print or type narratives about each picture as dictated by a child. The child may then want to draw his own picture to illustrate his story. The picture story books may also be informally used by small groups of children who tell the story to each other in their own words as they go through the book.

Such activities should follow, or accompany Lessons 2, 3 and 4, rather than coming before the children have gotten familiar with the story of Little Bear.

CULTURAL NOTES, LESSON ONE

Discussion Topics in this Lesson and Background Information for the teacher and aides:

A. WHY THE TEEPEE WAS USED, AND ITS ADVANTAGES

The teepee was an ideal dwelling for Yakima Indian people. Its shape was purposely designed for shedding rain and snow. It is still used today in some instances, as in encampments.

The opening at the top of the teepee served as a chimney. When a fire was burning, the smoke could escape easily because of the circulation.

During summer months, the teepee was quite comfortable. Again, this was because of the excellent circulation. All that had to be done was to open the front flap.

Teepees came in all shapes and sizes. Some were made of tules (a type of strong reed) and others were made of animal hides such as deer or elk.

The teepee that was made of tules was sometimes very long. This gave it an appearance similar to that of a long house, and often 3 or 4 families were housed in one.

The tule teepee was easy to store. When the family or families decided to move, a hole was dug and the teepee was taken down and stored in the ground.

The hide teepee was usually taken with the family when they moved. The poles were used to make a travois that was pulled behind a horse, and the hide was used to cover the load.

B. HOW MANY PEOPLE LIVED IN A TEEPEE, AND THEIR FAMILY RELATIONSHIPS

Each family had its own teepee. If the family was large, there might have been one or two smaller teepees to shelter all members of the family comfortably.

Some teepees measured 18 feet high x 18 feet in diameter.

C. HOW A GROUP OF TEEPEES MADE UP A LIVING UNIT VERY SIMILAR TO A VILLAGE OF TODAY

Indian teepee villages were similar to small towns of today in one important respect. Both were located in areas where people could make a living.

Indian teepee villages were erected in areas where game, roots, and berries were available. The town of today is located in areas where industry and agriculture exist. This is so people can find jobs, which provide their subsistence.

D. WHY THE BOW AND ARROW WERE USED

E. HOW EFFECTIVE THE BOW AND ARROW ARE, AND WHAT SKILLS ARE REQUIRED

The bow and arrow were very effective to a hunter who was skilled in their use. An arrow shot by a hunter hunting buffalo has been known to travel through one animal into another and bury itself up to the feathers. The power and effectiveness of the Indian Bow have been compared with the same aspects of the English Long Bow. The skill required constant practice.

Only the best hardwood was used for the bow and arrows, and only the best feathers were used for the arrows. The arrow tips were made from flint, or obsidian - a type of volcanic glass. Special tips were crafted for hunting, fishing, or cutting and dressing meat. A hunter carried from 10 to 15 arrows in a rawhide bag, which was slung over his shoulder. He also carried his bow over his shoulder so it could be quickly used.

The value of the bow and arrow and of archery, were highly regarded by non-Indians as well. In fact, at one time General Washington, after watching Indians in battle, thought he might outfit his army with bows and arrows. Some Yakima boys still hunt with the bow and arrow, and archery is a continually popular sport.

F. WHAT THE STATUS OF HUNTING AND A SUCCESSFUL HUNTER WERE IN TRADITIONAL YAKIMA CULTURE

A hunter was a man who was always looked up to because he provided food and protected the family. A successful hunter was one of the most respected members of the community.

G. THE QUALITY OF TRADITIONAL LIFE - HOW COMPLETE AND GOOD IT WAS

Nature provided the Indian his livelihood. Everything having to do with nature was always respected - the forests, rivers, roots, grass, the air, streams, lakes, animals, etc. All these things were given to him.....by the Great Spirit-God, to both care for and use.

The lives of Indians were organized around this harmonious relationship with nature. The activities they engaged in, the patterns of living they followed and their relationships with each other were closely tied in with nature's resources and demands. The overall structure of their lives was complete and met their needs in a very human way.

H. HOW STRONG FAMILY TIES AND CLOSE RELATIONSHIPS WERE IMPORTANT

Family and tribal ties were very strong because one could not live alone. Each might be dependent upon skills the other might have, such as the making of clothes, moccasins, gathering of food, etc. Family relationships were characterized by love, warmth and sharing - very similar to the best of contemporary family relationships around the world.

I. WHY DEERSKIN CLOTHING WAS USED, AND ITS ADVANTAGES

Deer, elk, bear and other animals were plentiful in this country years ago, thus furnishing an abundant supply of these clothing, shelter and food resources.

J. HOW A YAKIMA BOY EARNED HIS FIRST FEATHER

A Yakima boy could earn his feather a number of different ways but all associated with some act of bravery. For example, he might kill a bear or perform bravely and skillfully in battle.

LESSON ONE: PREPARATION

LITTLE BEAR

OBJECTIVE:

The children will prepare the Yakima Cultural Corner, and will discuss some aspects of traditional Yakima culture.

EXPLANATION OF OBJECTIVE:

This lesson is intended to prepare the children for the unit. By involving them in the setting-up of the teepee and decorating the corner with the large pictures, they will be able to see first-hand some of the features of the teepee. In addition, you will be able to naturally discuss a small number of aspects of traditional culture which pertain to this unit. The Cultural Corner is intended to serve as a primary room focus for the unit, enhancing the children's ability to learn about traditional Yakima Culture as different in many ways from present-day culture, but one which was just as good and complete.

MATERIALS:

Center-Furnished

5 wall pictures, 11" x 17"
1 teepee plan and decoration diagrams
1 letter to parents master
1 village scene master
Teepee decorating diagrams

Teacher-Furnished

Teepee materials (see Teepee diagram and directions)
Masking tape
Heavy string
Modeling clay
Paper, paints and brushes for teepee decoration
Bows and arrows
Copies of the letter to parents and village scene dittos, one of each per child

ADVANCE PREPARATION:

a) Assemble and prepare the teepee materials well in advance of the lesson.

b) Invite an outside resource person to demonstrate the use of a bow and arrow, and to briefly discuss hunting with a bow and arrow. The same resource person can be used in Lessons 2, 3, and 4.

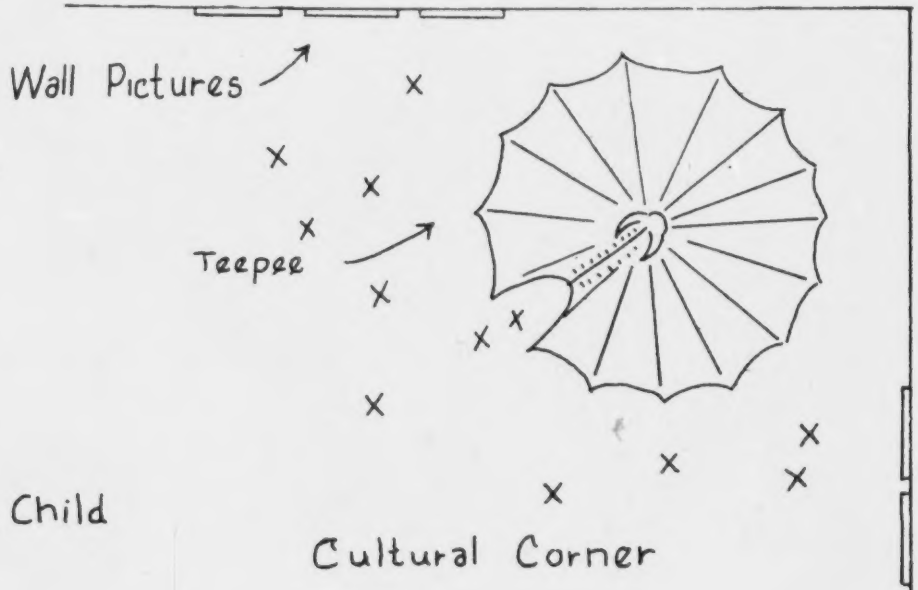
c) Prepare a ditto and copies of the village scene master and the letter to parents master, enough for one copy per child.

PROCEDURAL REMARKS:

a) This lesson should be done on Friday, preferably as an afternoon lesson, so the children's interest will carry over to Monday. Involve the children as much as possible in the setting-up of the teepee and other parts of the Cultural Corner, and use the discussion questions to both draw out from the children understandings they may already possess as well as to present information to them. If your aide is Yakima, or if you include a Yakima as an outside resource person in this lesson, it would be helpful to fully involve that person.

b) Using the teepee decoration diagram as guides, help some children prepare and color the teepee decorations. Each decoration should be done on a separate sheet of paper, cut out and pinned securely to the teepee.

Classroom Diagram:



Materials

Teepee materials
Decorating materials
Wall pictures
Masking tape
Heavy string
Modeling clay
Bow and arrows
Dittoed copies of the village scene, 1 per child

PRESENT

1. Explain the general content of the unit to the children.
   Take the children to the corner you've designated as the Yakima Cultural Corner. Tell them that they will help set up the corner, and that it represents part of the ways in which Yakima people in olden days lived.

2. Place the wall pictures around the corner so that their left-to-right sequence matches that of the story.

If you are able to involve a Yakima resource person in this lesson, introduce him or her and have that person take part as appropriate.

PARTICIPATE

3. Set up the teepee. Have some children prepare the decorations to be pinned on the teepee. Your discussion with the children should include such topics as:

   WHY THE TEEPEE WAS USED, AND ITS ADVANTAGES..

   HOW MANY PEOPLE LIVED IN A TEEPEE, AND THEIR FAMILY RELATIONSHIPS.

   HOW A GROUP OF TEEPEES MADE UP A LIVING UNIT VERY SIMILAR TO A VILLAGE OF TODAY.

   . . .

4. Demonstrate the bow and arrows. Discussion should include such topics as:

   WHY THE BOW AND ARROW WERE USED .

   HOW EFFECTIVE THE BOW AND ARROW ARE, AND WHAT SKILLS ARE REQUIRED.

   WHAT THE STATUS OF HUNTING AND A SUCCESSFUL HUNTER WERE IN TRADITIONAL YAKIMA CULTURE .

   . . .

5. Post the wall pictures around the Cultural Corner. Introduce Little Bear and his family. Discussion should include such topics as:

   THE QUALITY OF TRADITIONAL LIFE - HOW COMPLETE AND GOOD IT WAS.

   HOW STRONG FAMILY TIES AND CLOSE RELATIONSHIPS WERE IMPORTANT.

   WHY DEERSKIN CLOTHING WAS USED, AND ITS ADVANTAGES.

   HOW A YAKIMA BOY EARNED HIS FIRST FEATHER.

Involve your aide and/or resource person as much as possible.

Add to this list and the following lists as is appropriate.

6. Have children who volunteer to answer or respond do the following: a) Identify the people and objects in each wall picture. b) Review the discussion questions. PARENT ACTIVITY AND EVALUATION: Give each child a dittoed copy of the letter to parents. Encourage the children to discuss what they've learned with their parents. Give each child a dittoed copy of the Village Scene with Little Bear and family, and encourage them to discuss what they've learned with their parents.	You may want your aide to keep track of individual children's responses. Distribute the ditto sheets.

CULTURAL NOTES, LESSON TWO

Discussion Topics in this Lesson and Background Information for the Teacher and Aide:

A. ANIMALS GOTTEN BY HUNTING WERE AN IMPORTANT FOOD SOURCE

The most commonly hunted animals were deer, elk and bear. The deer and elk most often served dual purposes for Indian people. The meat was used for food and the hide was used for clothing and shelter. Animal meat was a basic part of their diet.

B. ANIMALS WERE BELIEVED TO HAVE SPECIAL QUALITIES AND COULD INFLUENCE PEOPLE

The best characteristics of certain animals often served as guardian spirits for Indian people. When an Indian person had a bear, elk, deer, or another animal for his guardian spirit, he or she then had that animal's powers and characteristics. For example, an Indian who had a bear for a guardian spirit would be characterized by great strength and bravery.

Once the person found his guardian spirit, he no longer could hunt or kill that animal. If he did he would lose the special powers that the animal gave him, and possibly even his life.

C. BEING A SUCCESSFUL HUNTER WAS ONE WAY THAT A BOY BECAME A MAN

Successfully hunting an animal was a typical way an Indian boy earned his feather, and thus became a man. Hunting large animals with a bow and arrow was a task requiring high levels of skill and bravery. Success in hunting was, therefore, a very good test of whether a boy was ready for the transition to manhood.

D. SUCCESSFUL HUNTERS WERE RESPECTED AND ADMIRED BY THE PEOPLE

Successful hunters were respected and admired because in the old days living was difficult and a man who could skillfully hunt and fish was equivalent to a man of today who has a good job and is a good provider.

LESSON TWO: INTRODUCTION

LITTLE BEAR

OBJECTIVE:

The children will view and listen to the filmstrip story. They will discuss the story and important concepts of traditional life which the story contains.

EXPLANATION OF OBJECTIVE:

This lesson introduces the story in its entirety to the children, and furnishes a starting pointing point for discussion and appreciation of some aspects of traditional Yakima life.

MATERIALS:

Center-Furnished	Teacher-Furnished
filmstrip and tape recording	filmstrip projector, screen, tape recorder
Coloring Sheet no. 1 master	copies of coloring sheet no. 1

ADVANCE PREPARATION:

a) You may want to have the outside resource person who discussed bow and arrow usage and hunting in Lesson 1 discuss the importance of animals and of hunting to the Yakima in traditional times.

b) Ditto enough copies of Coloring Sheet no. 1 for each child to have a copy.

c) Set up the projector, recorder and screen so the screen is next to the teepee in the Cultural Corner.

PROCEDURAL REMARKS:

After viewing and hearing the story, you will want to briefly discuss it with your children. To ensure that the children can successfully answer your discussion questions, we suggest that you call on colunteers, and use GRADED DIFFICULTY QUESTIONS.

The easiest type of question to answer is one which is directly about the story and can be answered by Yes or No.

For example: DID LITTLE BEAR GO HUNTING?

Next is a question directly about the lives or experience of the children which can be answered by Yes or No:

For example: JOHNNIE, DID YOU GO HUNTING?

Next in difficulty is a question directly about the story, which requires some information in the answer. Such questions begin with a word such as WHAT, WHERE, WHEN, WHO.

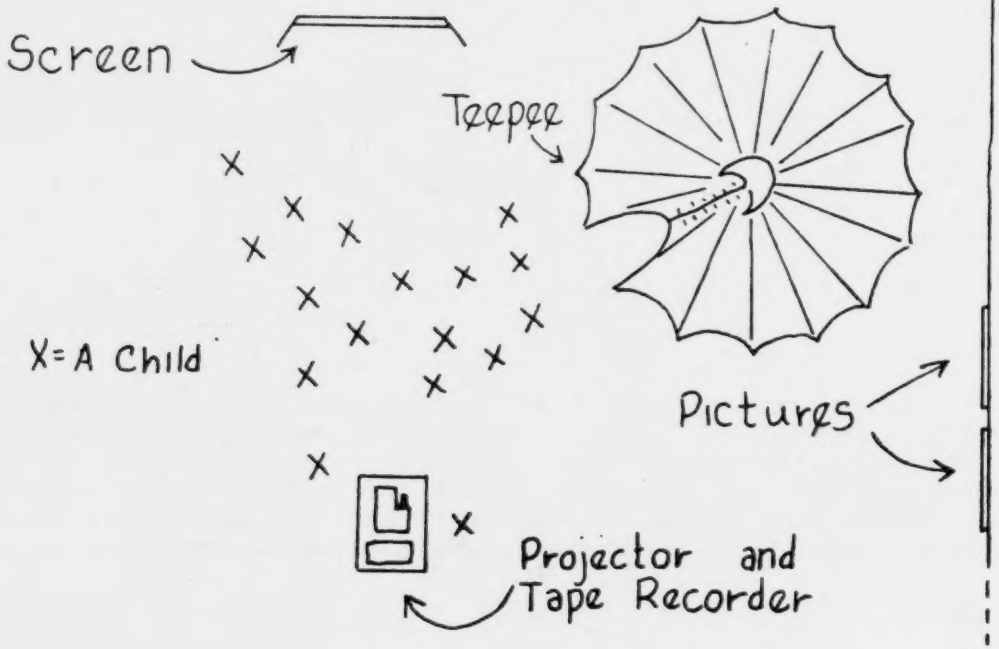
For example: WHERE DID LITTLE BEAR GO TO HUNT?

Questions which are the most difficult for children to answer are those which require some information in the answers and concern things not in the story, but which the children are familiar with.

For example: WHERE DO PEOPLE WHO LIVE IN (your local town or area) GO HUNTING?

You will be the best judge of your children's abilities and will be able to use the question type for a given topic that you're confident the children can handle. You may find it helpful to prepare questions of each type in advance of the lesson until you are familiar enough with the concept of GRADED DIFFICULTY QUESTIONS to be able to naturally and quickly select the question type that is appropriate for a given situation. However, it it important to not belabor the questions to the point of the children's becoming bored. Use your judgment, plus the techniques of GRADED DIFFICULTY QUESTIONS, to tailor your comprehension questions to the nature and abilities of your children.

Classroom Diagram



PRESENT

1. Using the wall pictures, introduce Little Bear and his family.

2. Briefly tell the children what is happening in each of the pictures, using the sequence of the filmstrip.

3. Briefly discuss the importance of animals and of hunting to the traditional Yakima. Some topics you will want to discuss include:

   ANIMALS GOTTEN BY HUNTING WERE AN IMPORTANT FOOD SOURCE.

   ANIMALS WERE BELIEVED TO HAVE SPECIAL QUALITIES AND COULD INFLUENCE PEOPLE.

   BEING A SUCCESSFUL HUNTER WAS ONE WAY THAT A BOY BECAME A MAN.

Materials:

filmstrip and tape recording
projector
screen
tape recorder
copies of Coloring Sheet no. 1, one for each child

Set up the projector and screen so the screen is in the Cultural Corner and the children face the corner when watching the screen.

You or your aide may want to hold each picture so the children can easily see it.

Use your resource person if possible.

SUCCESSFUL HUNTERS WERE RESPECTED AND ADMIRED BY THE PEOPLE.	
4. Show the filmstrip and play the tape without interruption.	If possible, have your aide operate the projector and recorder, as she will be doing this in subsequent lessons.
PARTICIPATE	
5. Ask volunteers a few Yes/No questions of appropriate difficulty about the story.	
For example: DID LITTLE BEAR GO HUNTING?	Call on volunteers.
DID HE GO WITH HIS BROTHER?	
DID HE SHOOT AT FOUR-TOES?	
DID HE HIT HIM?	
WAS HE BRAVE?	
6. Ask volunteers a few information questions of appropriate difficulty about the story.	Call on volunteers.
For Example: WHO WENT HUNTING?	
WHERE DID LITTLE BEAR GO HUNTING?	
WHAT DID LITTLE BEAR SHOOT AT FOUR-TOES WITH?	
EVALUATE	
7. Call on about 1/3 of your children at random to continue answering your questions about the story.	Call on children at random.
8. Ask individuals what they liked best and least about the story.	

PARENT ACTIVITY AND EVALUATION: Give each child a copy of Coloring Sheet no. 1. Ask the children to take the sheet home, color it, and tell their parents about Little Bear and his adventure.	Distribute Coloring Sheet no. 1.

CULTURAL NOTES, LESSON THREE

Discussion Topics in this Lesson and Background Information for the Teacher and Aide:

A. WAS THERE A FATHER? MOTHER? WERE THERE BROTHERS AND SISTERS?

A typical traditional family was made up of the father, mother, children, and the children's grandparents. The grandparents often played a very important role in raising the children.

B. DID THE MOTHER STAY AT HOME?

The primary duties of the mother were very similar to the duties of a mother today. She was responsible for preparing the food, and for providing much of it. such as edible roots and berries. She also did much of the skinning and drying of animals that the husband or sons would bring home, and the skinning and smoking of fish.

In addition, she was responsbile for making clothes for the entire family. The duties of child-raising were mainly her responsibility, but the children's grandparents also helped as they were able. Thus, the mother's activities were centered in the home, but her responsibilities took her outside the home from time to time.

C. DID THE FATHER OR BROTHER HUNT?

The men in the family did all the hunting of wild game and all of the fishing. They sometimes had to go a great distance from home to do these things and hunting trips might require a week or more.

D. WAS A SMALL BOY EXPECTED TO HELP HIS MOTHER?

A small boy was expected to help his mother until he was 8 or 9 years old. He was then taught by this older brother, father, or cousin the ways of the hunt. He would learn to track game to know where an animal might be found and how to kill it. In a few years, he was expected to become an adult.

LESSON THREE: COMPREHENSION

LITTLE BEAR

OBJECTIVE:

The children will view and listen to Part I of the story, and will answer questions about it. They will also discuss some aspects of traditional Yakima family structure and life.

EXPLANATION OF OBJECTIVE:

This lesson and Lesson 4 are intended to give the children a good, detailed understanding of the story, and to furnish a starting point for a discussion of what traditional Yakima families were like, and of the roles of children in traditional society.

MATERIALS:

Center-Furnished	Teacher-Furnished
filmstrip and tape recording	filmstrip projector, screen, tape recorder
5 copies of the picture story books	copies of Coloring Sheet no. 2
1 set of unbound pictures, nos. 2-16	
1 master, Coloring Sheet no. 2	

ADVANCE PREPARATION:

a) If possible, have an older Yakima Indian resouce person come in and discuss traditional family structure with the children, especially the roles of little boys and girls.

b) Arrange your sets of pictures for use in Step 3. Prepare three or four set of sequential pictures and then scramble their order; the child's task in Step 3 is to arrange them in proper order again.

c) Ditto Coloring Sheet no. 2, enough for one copy per child.

d) Set up the projector, recorder and screen, so the screen is next to the teepee in the Cultural Corner.

e) Familiarize yourself with the sample GRADED DIFFICULTY QUESTIONS in this lesson before you begin the lesson.

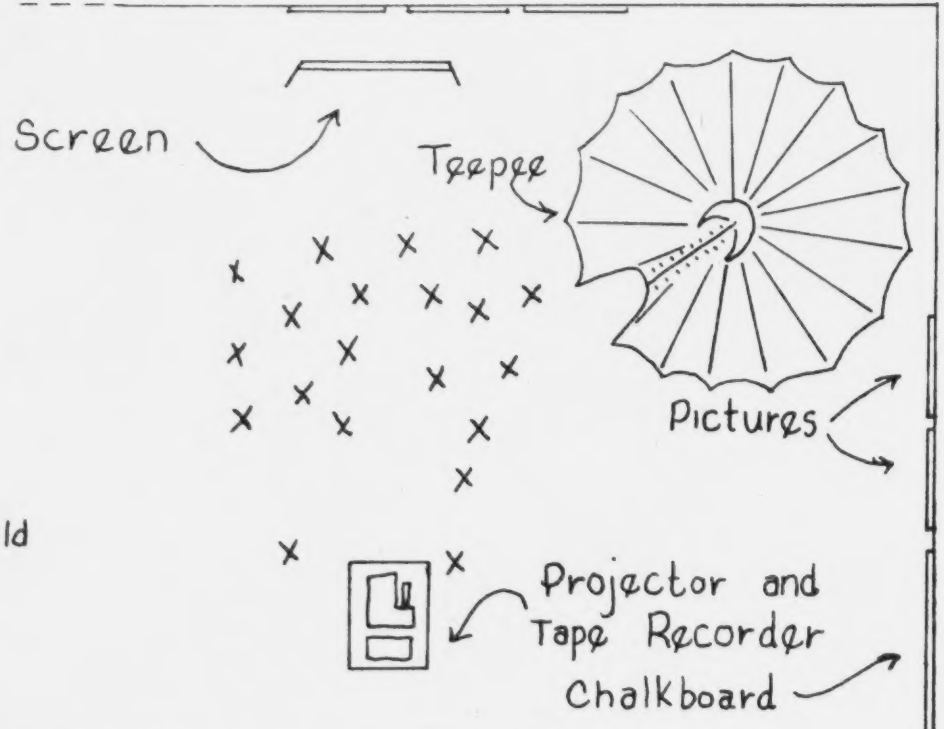
PROCEDURAL REMARKS:

a) In Steps 3 and 4, you will have volunteer children arrange pictures in order. Use only pictures 2-16. Be sure that each set of pictures does not have too many pictures for a child to successfully arrange. Each set should contain from 3 to 6 pictures.

b) You may also want to have small groups of children tell the story to each other as they go through the first part of a story book.

c) At the end of the lesson, place the 5 picture story books in the Cultural Corner so that individual children can look at them during free time. These books should stay in the corner for the remainder of the unit.

Classroom Diagram:



Materials

filmstrip and tape recording projector, screen, recorder
unbound pictures, nos. 2-16
copies of Coloring Sheet no. 2, one for each child
5 copies of the picture story book.

PRESENT

1. View and listen to Part I of the story (frames 1 - 16)

Use only frames 1 - 16.

PARTICIPATE

2. Without using the tape, view Part I of the filmstrip again, frame by frame, and ask volunteers GRADED DIFFICULTY QUESTIONS about each frame.

   Sample yes/no and information questions are listed here for your reference:

Call on volunteers.

FRAME	Yes/No	Information	
2	DID THE TRIBE OF INDIANS LIVE AT THE EDGE OF A FOREST?	WHERE DID THE TRIBE OF INDIANS LIVE?	Don't use the tape recorder.
3	DID LITTLE BEAR WANT TO GO HUNTING?	WHO WOULD LITTLE BEAR SEE LEAVE FOR THE HUNT?	
4	DID LITTLE BEAR ASK HIS BROTHER TO TAKE HIM?	WHAT DID LITTLE BEAR ASK HIS BROTHER TO TEACH HIM?	Use only the types of questions that your children can successfully answer.
5	WAS LITTLE BEAR OLD ENOUGH TO HUNT?	WHAT DID LITTLE BEAR'S FATHER TELL HIM TO DO?	
6	DID HIS FATHER LET HIM GO HUNTING?	WHO DID LITTLE BEAR'S FATHER TELL HIM TO STAY WITH?	
7	DID LITTLE BEAR WANT TO EARN HIS FEATHER?	WHAT DID LITTLE BEAR WANT TO EARN?	
8	DID HIS FATHER TELL HIM TO BE PATIENT? TO WAIT?	WHAT DID LITTLE BEAR'S FATHER TELL HIM?	
9	WAS LITTLE BEAR PATIENT?	WHAT DID LITTLE BEAR WANT TO DO?	
10	DID LITTLE BEAR TAKE HIS BOW AND ARROWS?	WHERE DID LITTLE BEAR WANT TO GO? WHY DID LITTLE BEAR WANT TO GO INTO THE FOREST?	Remember to call only on volunteers.
11	DID LITTLE BEAR WANT TO HUNT FOR A RABBIT?	WHAT DID LITTLE BEAR WANT TO HUNT FOR?	
12	DID LITTLE BEAR WANT TO SHOOT FOUR TOES?	WHAT DID LITTLE BEAR WANT TO EARN?	
13	DID LITTLE BEAR COME TO A LAKE?	HOW DID LITTLE BEAR CROSS THE RIVER?	

FRAME	Yes/No	Information	
14	DID LITTLE BEAR SEE SOME BEAR TRACKS?	WHAT DID LITTLE BEAR SEE ON THE GROUND?	
15	WERE THE TRACKS MADE BY A SMALL BEAR?	HOW DID LITTLE BEAR KNOW THAT HE WAS FOLLOWING FOUR TOES?	
16	WAS THE FOREST DARK? WAS LITTLE BEAR AFRAID?	WHAT SOUND DID LITTLE BEAR HEAR?	

----------(end of Part I)----------

3. Have your aide or a volunteer child arrange a set of pictures in the order they appear in the story.

   Each set of pictures should contain from 3 to 6 pictures.

4. Call on volunteers to each arrange a set of pictures on the chalkboard. You may want several children doing this at once to give more a chance to participate.

   Have the pictures arranged on the chalkboard tray.

   Spend only 5 or so minutes with this activity.

EVALUATE

5. Call on a child at random to arrange a set of pictures on the chalkboard tray When they are in proper order, call on children at random to answer questions about each picture.

   Ask questions similar in type to those you used with the filmstrip.

6. Discuss the nature and structure of a traditional Yakima family, and the role of a little boy. Some questions include the following:

   WAS THERE A FATHER? MOTHER? WERE THERE BROTHERS AND SISTERS?

   DID THE MOTHER STAY AT HOME?

   Use an older Yakima resource person, if possible.

   You may want to do this in small groups.

DID THE FATHER OR BROTHER HUNT? WAS A SMALL BOY EXPECTED TO HELP HIS MOTHER? 7. If you have time, you may want to have the children re-tell the story to each other in small groups, using the picture story book, or do "language development" activities with individual children. <u>PARENT ACTIVITY AND EVALUATION</u>: Give each child a copy of Coloring Sheet no. 2. Ask the children to take the sheet home, color it, and tell their parents about Little Bear's hunting trip.	Distribute Coloring Sheet no. 2.

CULTURAL NOTES, LESSON FOUR

Discussion Topic in this Lesson and Background Information for the Teacher and Aide:

HOW A CHILD WAS NAMED.

A child was given a name by the parent at the time of his birth. This name could relate to something that happened at the moment the child was born, such as a star falling, a flood or a great wind. For example when Crazy Horse was born, a crazy horse ran up and down the village.

Later on in life, the child could be re-named. He could be given his father's name, his grandfather's name, or a name which reflected a brave deed he performed. For example, Many Coups received his name because he performed several coups. At the moment a person was re-named, his family would give a big feast and invite people from near and far, so that all would know him by his new name.

As a person grew older, he could again change his name if he wished, as a result of performing another outstanding deed.

LESSON FOUR: COMPREHENSION

LITTLE BEAR

OBJECTIVE:

The children will view and listen to Part II of the story, and will answer questions about it. They will also discuss some aspects of traditional Yakima family structure and life.

EXPLANATION OF OBJECTIVE:

This lesson continues providing the children with a good, detailed understanding of the story, and furnishes more discussion material concerning animals as guardian spirits in traditional Yakima culture.

MATERIALS:

Center-Furnished	Teacher-Furnished
filmstrip and tape recording	filmstrip projector, screen, tape recorder
1 set of unbound pictures, nos. 17-30	copies of Coloring Sheet no. 2
1 master, Coloring Sheet no. 3	
5 copies of the picture story book	

ADVANCE PREPARATION:

a) If possible, continue using your outside Yakima Indian resource person for Step 7.

b) Arrange your sets of pictures for use in Step 4. Prepare three or four sets of sequential pictures and then scramble their order; the child's task in Step 4 is to arrange them in proper order again.

c) Ditto Coloring Sheet no. 3, enough for one copy per child.

d) Prepare your discussion questions for Step 3.

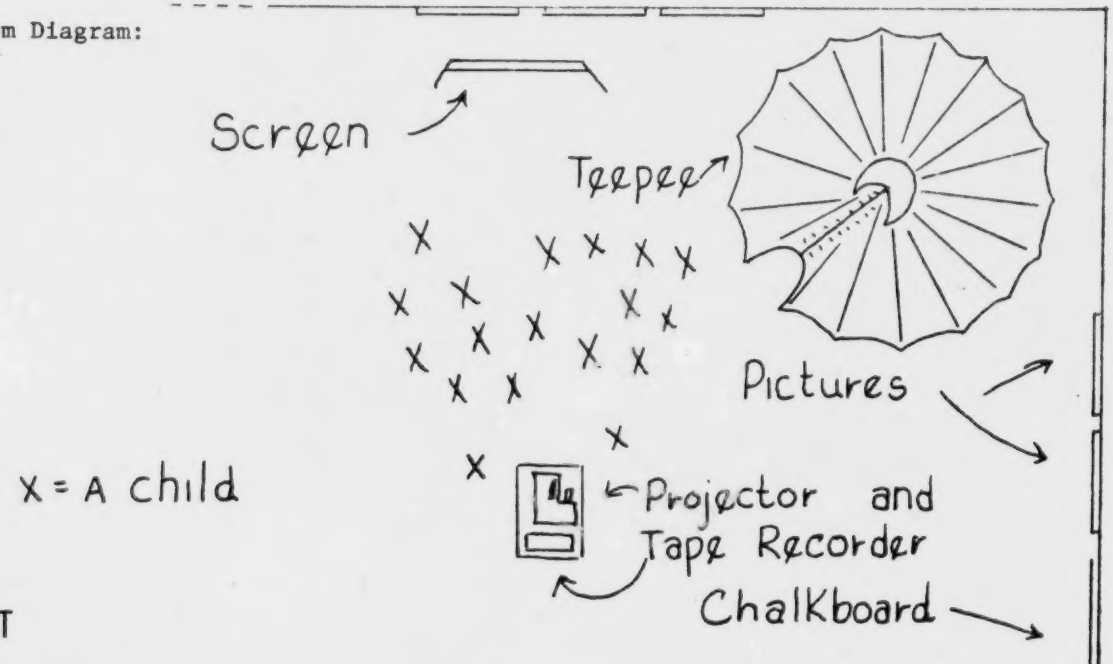
e) Set up the projector, recorder and screen, so the screen is next to the teepee in the Cultural Corner. Run the tape recording and filmstrip to frame 17; Step 2 of this lesson begins with frame 17.

PROCEDURAL REMARKS:

a) In Steps 4 and 5, you will again have volunteer children arrange pictures in order. Use only pictures 17-30. Be sure that each set of pictures does not have too many pictures for a child to successfully arrange. Each set should contain from 3 to 6 pictures.

b) Sample questions for Step 2 are not included in this lesson. Prepare and use discussion questions which match the abilities of the children in your class.

Classroom Diagram:



Materials

filmstrip and tape recording projector, screen, recorder
unbound pictures, nos. 17 - 30.
copies of Coloring Sheet no. 3, one for each child.
5 copies of the picture storybook.

PRESENT

1. Briefly review Part I of the story with the children.

2. View and listen to Part II of the story. (frames 17-30)

Use only frames 17-30.

PARTICIPATE

3. Without using the tape, view Part II of the filmstrip again, frame by frame, and ask volunteers GRADED DIFFICULTY QUESTIONS about each frame.

Call on volunteers.

4. Have your aide or a volunteer child arrange a set of pictures in the order they appear in the story.

Each set of pictures should contain from 3 to 6 pictures.

	Have the pictures arranged on the chalkboard tray.
5. Call on volunteers to each arrange a set of pictures on the chalkboard. You may want several children doing this at once to give more a chance to participate.	Spend 5 minutes or so with this activity.
EVALUATE	
6. Call on a child at random to arrange a set of pictures on the chalkboard tray. When they are in proper order, call on children at random to answer your questions about each picture.	Ask questions similar in type to those you used with the filmstrip.
7. Discuss the traditional Yakima concept of an animal guardian spirit. Some questions include the following:	
DID FOUR TOES TALK TO LITTLE BEAR?	You may want to do this in small groups.
WHAT DID FOUR TOES TELL LITTLE BEAR TO DO?	
WHAT DID FOUR TOES GIVE TO LITTLE BEAR?	
PARENT ACTIVITY AND EVALUATION:	
Give each child a copy of Coloring Sheet no. 3. Ask the children to take the sheet home, color it, and tell their parents about Little Bear's experience with Four Toes.	Distribute Coloring Sheet no. 3.

LESSON FIVE: TRACKING

LITTLE BEAR

OBJECTIVE:

The children will visually discriminate between two sets of tracks, and will follow one set to a goal.

EXPLANATION OF OBJECTIVE:

Within the context of the story, this lesson gives the children practice in visually discriminating between two differing curved-line configurations (tracks). Visual discrimination is basic to such skills and areas as reading, writing, mathematics, science and art. The children will also experience the meaning of tracking.

MATERIALS

Center-Furnished	Teacher-Furnished
elk tracks master	30-50 copies of the elk tracks
bear tracks master	30-50 copies of the bear tracks
1 wall picture of Little Bear, looking at the tracks by the river	masking tape or pins
1 large picture of a bear	copies of the "note to parent" for Step 9
1 large picture of an elk	

ADVANCE PREPARATION:

a) Prepare and ditto the elk and bear tracks. If you feel that the tracks furnished are too easy or too difficult for your children to tell apart, prepare your own masters which you feel are appropriate.

b) Prepare and ditto the note to the children's parents (see Step 7 of this lesson).

c) (OUTDOORS - GOOD WEATHER:) From a common starting point, tape each set of tracks to the ground. Have the bear tracks lead to another place which cannot be seen from the starting point, and have the elk tracks lead to a third place which cannot be seen. Have the tracks cross each other once or twice, but don't have them overlap. If possible, do this lesson just before snack time so the refreshments can be placed at the end of the bear tracks. This will lead excitement to the hunt, and will also furnish a tangible goal. Your aide or an older student helper should be at the end of the elk tracks to send children who lose the bear tracks back to the starting point.

(INDOORS - BAD WEATHER:) Follow the same procedures as above, but have all tracks remain indoors. You may need additional older student helpers along the tracks to prevent the children who participate from disturbing other classrooms.

d) Post a pair of bear tracks and a set of elk tracks on the bulletin board in the Cultural Corner.

PROCEDURAL REMARKS:

a) Show the children the two sets of tracks and name them; then start one child at a time off on the tracking.

b) Wait until each child is out of view before starting the next child.

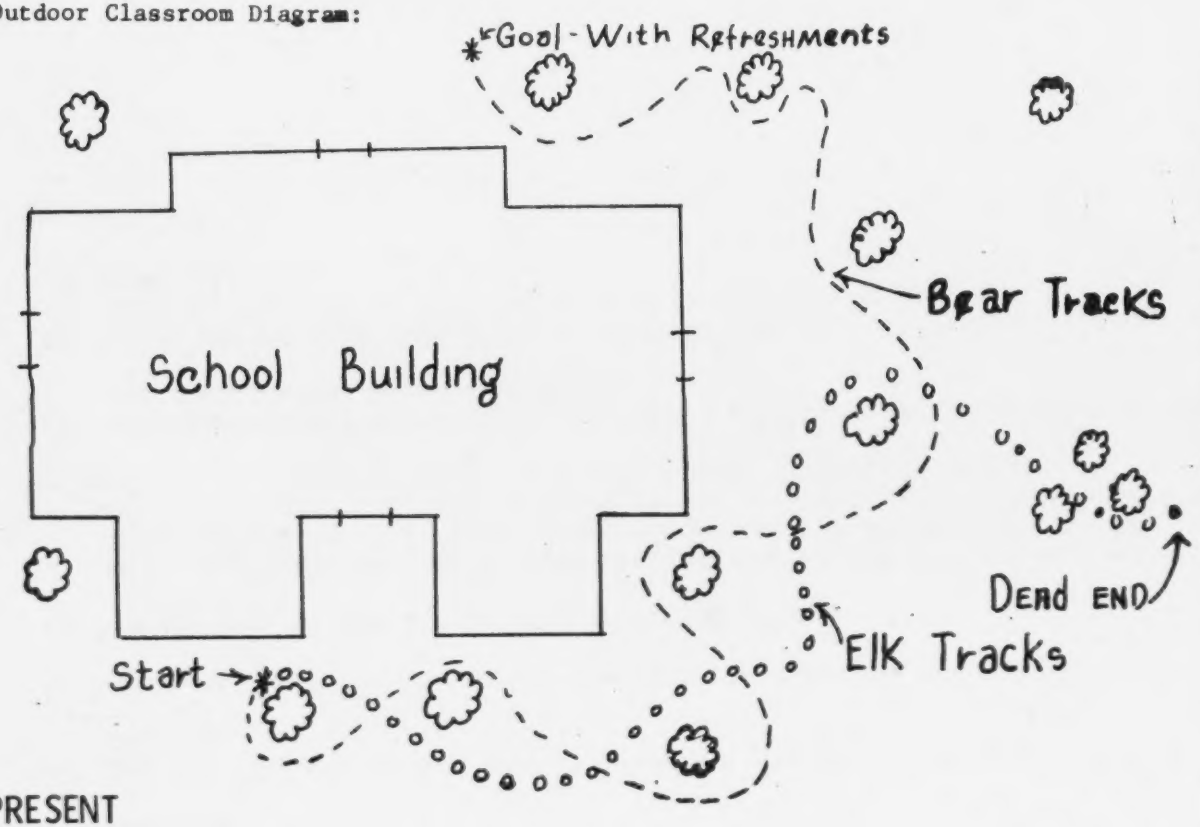
c) You may want to have the children tracks in pairs.

d) If you feel that the task of discriminating between the two sets of tracks is too easy for your children, you may want to modify the tracks, so they are less easy to tell apart. As is true with all lessons, however, don't make the task so difficult as to create failure to the students. The general objective for these lessons is success for all children.

e) This lesson should be taught on a Friday to facilitate the children's outside activity at home with their parents over the weekend.

f) If you can take the children to a more realistic setting for tracking, such as to a park or wooded field, be sure and do so. You may want to combine this lesson with a picnic lunch or some other added activity.

Outdoor Classroom Diagram:



Materials:

1 wall picture of Little Bear at the river, looking at the animal tracks
1 set of elk tracks
1 set of bear tracks
1 large picture of a bear
1 large picture of an elk

PRESENT

1. Show the children the picture of Little Bear looking at the animal tracks at the river. Briefly discuss how Little Bear followed Four Toes' tracks to find him.

Use the large wall picture.

2. Show the children the two sets of tracks - the bear tracks and the elk tracks - and your large pictures of a bear and an elk. Explain that the objective is to follow the bear tracks to a goal, not the elk tracks.	Let the children look at the tracks closely.
PARTICIPATE	
3. In pairs or individually, have the children follow the bear tracks. Have an aide at the end of the elk tracks send back to the starting point any children who follow those tracks, and have another aide at the end of the bear tracks greet the successful trackers and distribute the refreshments.	Allow each tracker to move out of sight before starting the next tracker or trackers.
EVALUATE	
4. Keep track of the children who are successful on the first try, and those who need more than one try. Note how well each child keeps to the task.	
5. If the children track in pairs, note how well each pair works together.	
6. After the children are back in class, briefly have individuals discuss how they liked the activity, what else they can track (e.g. cows, deer), and why it was important for Yakimas to know how to track animals.	
PARENT ACTIVITY AND EVALUATION:	
7. Have the children tell their parents about their tracking activity. Prepare a note to the parents suggesting that a parent show the child various animals tracks at home or elsewhere, and practice following a set of tracks with the child.	

LESSON SIX: CREATIVE DRAMATIZATION — LITTLE BEAR

OBJECTIVE:

The children will prepare masks and/or costumes for dramatization, and will dramatize each main character in the story.

EXPLANATION OF OBJECTIVE:

By now the children are well acquainted with the characters in the story. This lesson prepares them to dramatize parts of the story, and introduces them to the concept of the Magic Circle for dramatization.

MATERIALS:

Center-Furnished	Teacher-Furnished
filmstrip and tape recording	filmstrip projector, tape recorder and screen
sample mask patterns:	masking tape
Little Bear	mask or costume patterns
Four Toes	materials for each child to make a mask or costume
Father	
Brother	

ADVANCE PREPARATION:

a) Set up the projector, tape recorder and screen so the screen is next to the teepee in the Cultural Corner.

b) Lay out a circle on the floor with masking tape, approximately 8 feet in diameter, in front of the teepee.

c) Arrange the children around the Cultural Corner so they are sitting at tables, or in groups on the floor.

d) Prepare the sample mask patterns and/or costumes for Step 2. Also prepare the materials the children will need to make the masks or costumes.

PROCEDURAL REMARKS:

a) This lesson should be taught on Monday.

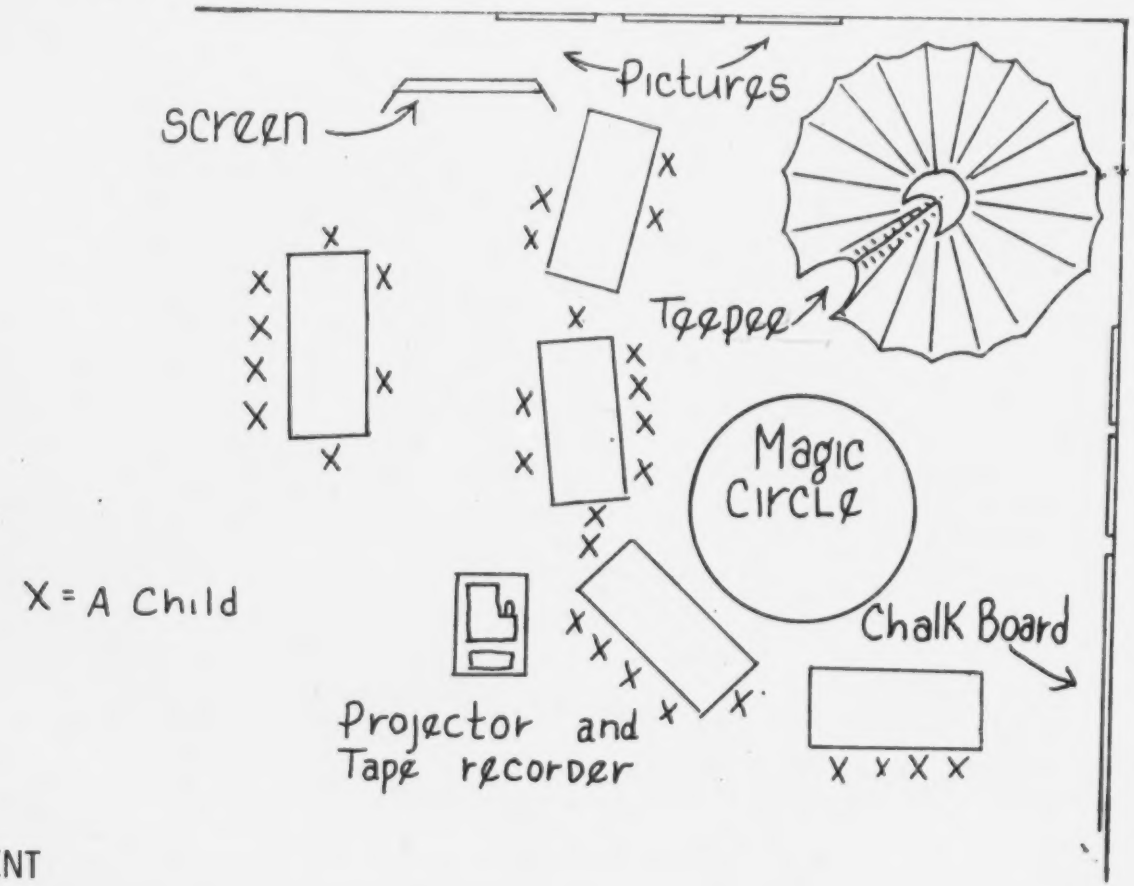
b) Allow each child to choose the character he wants to prepare a mask or costume for, and to dramatize later on. If some children are undecided, however, you may want to suggest that they make either Little Bear or Four Toes masks or costumes, as these two characters have larger roles in the story than the father or the brother.

c) You may want to have one or more volunteer aides (a parent or an older student) help in Steps 2 and 3.

d) This lesson introduces the Magic Circle - a special circle outside of which a person is his or her own self, but in which that person can portray another character, can almost (magically!) become that character.
In showing the use of the Magic Circle, be sure to emphasize that a person is his or her own self outside the circle, but inside the Circle he or she really "becomes" the character being portrayed.

e) Leave the Magic Circle on the floor for Lessons 7 - 9.

Classroom Diagram:



PRESENT

1. View and listen to the entire story.

Materials

filmstrip and tape recording
projector and screen
tape recorder
masking tape
mask or costume patterns
mask or costume materials
sample masks or costumes

The Magic Circle should be about 8 feet across.

You'll probably not want to take time with any discussion questions in Step 1.

PARTICIPATE

2. Show the children the sample mask or costume patterns. Allow each child to choose which of the four characters he or she wishes to prepare a mask or costume of.	If the children can print, you may want to have them label their masks or costumes.
3. With the children working at their tables, have them prepare their masks or costumes. Give each child as much creative freedom in preparing his mask or costume as possible.	You, the aide and any volunteer aides should circulate and help the children as needed.
4. After the masks and costumes are complete, demonstrate the Magic Circle. Explain to the children that outside the circle a person is his or her own self, but in the circle and wearing a mask or costume, that person really becomes the character portrayed by the mask.	Try to ensure that at least half of the children prepare Little Bear masks or costumes.
You or an aide should demonstrate by putting on a mask or costume, entering the Magic Circle, and dramatizing that character.	Perform with spirit and action! Demonstrate with each of the four characters.
5. Have one volunteer at a time put on his or her mask or costume, enter the circle, and briefly portray that character.	

EVALUATE

6. Ask individual children what they think the meaning of the Magic Circle is to check on their understanding that it truly is a magic place where they can really be another character.	
7. Briefly discuss the characteristics of each character, as seen in the filmstrip and story, and as portrayed by the children in the Magic Circle.	Have the children put their masks and costumes away, to be used tomorrow in Lesson 7.

LESSON SEVEN CREATIVE DRAMATIZATION

LITTLE BEAR

OBJECTIVE:

The children will dramatize the first part of the story.

EXPLANATION OF OBJECTIVE:

In this lesson, the children individually and creatively dramatize portions of the story, according to their individual interpretations of character and story.

MATERIALS:

Center-Furnished	Teacher-Furnished
filmstrip and tape recording or 7 picture story books	filmstrip projector, tape recorder and screen children's masks and costumes Magic Circle (taped on floor)

ADVANCE PREPARATION:

a) Set up the projector, tape recorder and screen so the screen is next to the teepee in the Cultural Corner.

b) Prepare a note to send home to the parents of the children, inviting them to come to the creative dramatization in two days (Thursday, if you are on schedule).

PROCEDURAL REMARKS:

a) At the beginning of the lesson, distribute the masks and costumes to the children.

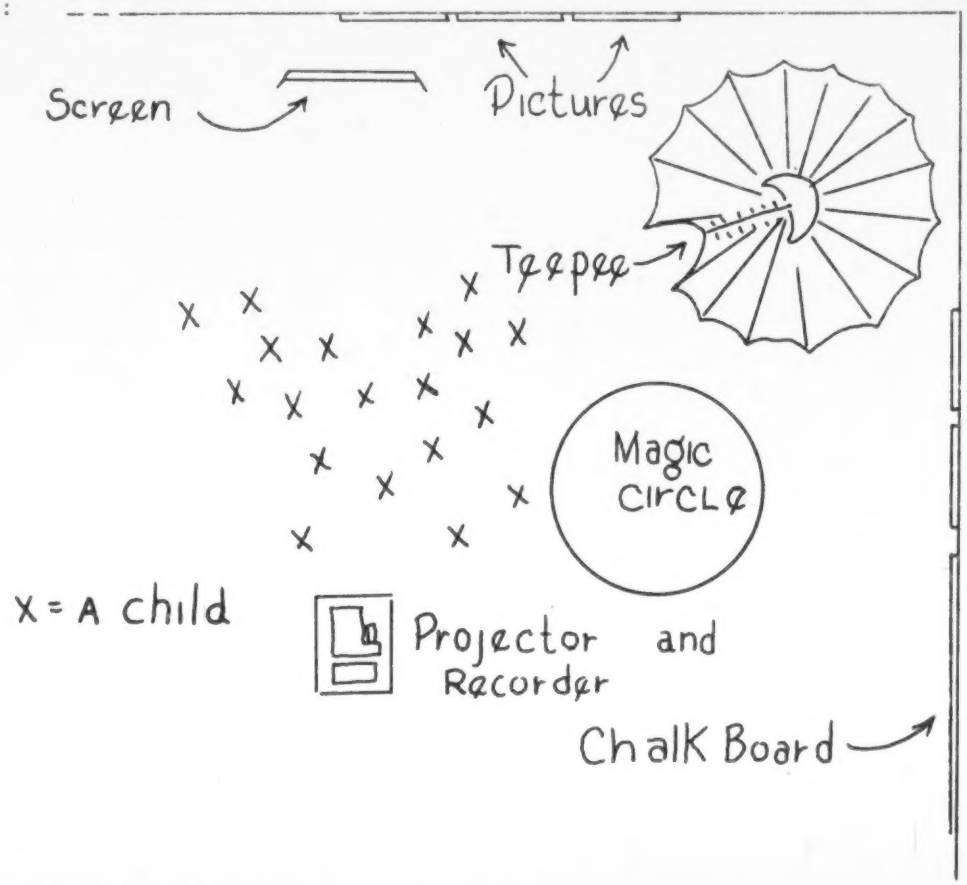
b) When a group of volunteer children dramatize, emphasize their own character and story interpretation, and refrain as much as possible from imposing your interpretation on them. The major purpose of this lesson is to encourage their own individual creativity and performance, using a story which is well understood as the framework.

c) Lead the audience in applause after each performance in Step 2 and Step 5.

d) If your children can read, instead of using the filmstrip and tape recording in Step 1, you may want to group them into 5 small groups, each with a picture book. Read pages 1 - 9 to them, having them follow in their own books.

e) You may want to have a child act as narrator during each dramatization.

Classroom Diagram:



PRESENT

1. View and listen to frames 1 - 9.

Materials

filmstrip
tape recording projector
recorder and screen
Magic Circle
children's masks and costumes

You will probably want to avoid discussion or questions in this step to save time.

Re-wind the filmstrip and recording to frame 1 again.

PARTICIPATE

2. Have 3 volunteers, one as Little Bear, one as Father and one as Brother, put on their masks, enter the Magic Circle and dramatize that section of the story.

   If you wish, have another child act as narrator.

   Repeat, with 2 or 3 groups of volunteer performers.

Remember to applaud after each performance.

3. After 2 or 3 performances, show and listen to frames 1 - 9 again, to avoid the loss of story concepts.

   Then have two or additional groups of volunteer performers dramatize that section of the story.

Leave the filmstrip and tape frame 9.

4. View and listen to frames 10 - 12.

Re-wind the filmstrip and tape to frame 10 again.

5. Have a volunteer Little Bear put on his or her mask, enter the Magic Circle, and dramatize that section of the story.

   Repeat, with 2 or 3 additional performers.

6. After 2 or 3 performances, show and listen to frames 10 - 12 again, to avoid the loss of story concepts.

   Then have 2 or 3 additional performers dramatize that section of the story.

Remember to applaud after each performance.

You should be able to give each child a chance to perform.

EVALUATE

7. Ask the children how they enjoyed the dramatization, and a few questions about what kind of person Little Bear is, and what kind of character Four Toes is.

Collect and put away the costumes and masks.

PARENT ACTIVITY AND EVALUATION:

Tell the children to tell their parents about their dramatization, and about Little Bear's adventure.

LESSON EIGHT: CREATIVE DRAMATIZATION

LITTLE BEAR

OBJECTIVE:

The children will dramatize the last part of the story.

EXPLANATION OF OBJECTIVE:

This lesson continues the children's individual, creative dramatization of portions of the story.

MATERIALS:

Center-Furnished	Teacher-Furnished
filmstrip and tape recording or 7 picture story books	filmstrip projector, tape recorder and screen children's masks and costumes Magic Circle (taped on floor or created outdoors)

ADVANCE PREPARATION:

a) Set up the projector, tape recorder and screen if you do the lesson indoors. If it is possible to do the lesson outdoors, use the story books in place of the filmstrip.

b) If you do this lesson indoors, you may want to create 2 or 3 prop trees for use in the dramatization.

c) Run the filmstrip and tape recording ahead to frame 13, or mark page 13 in the picture story books.

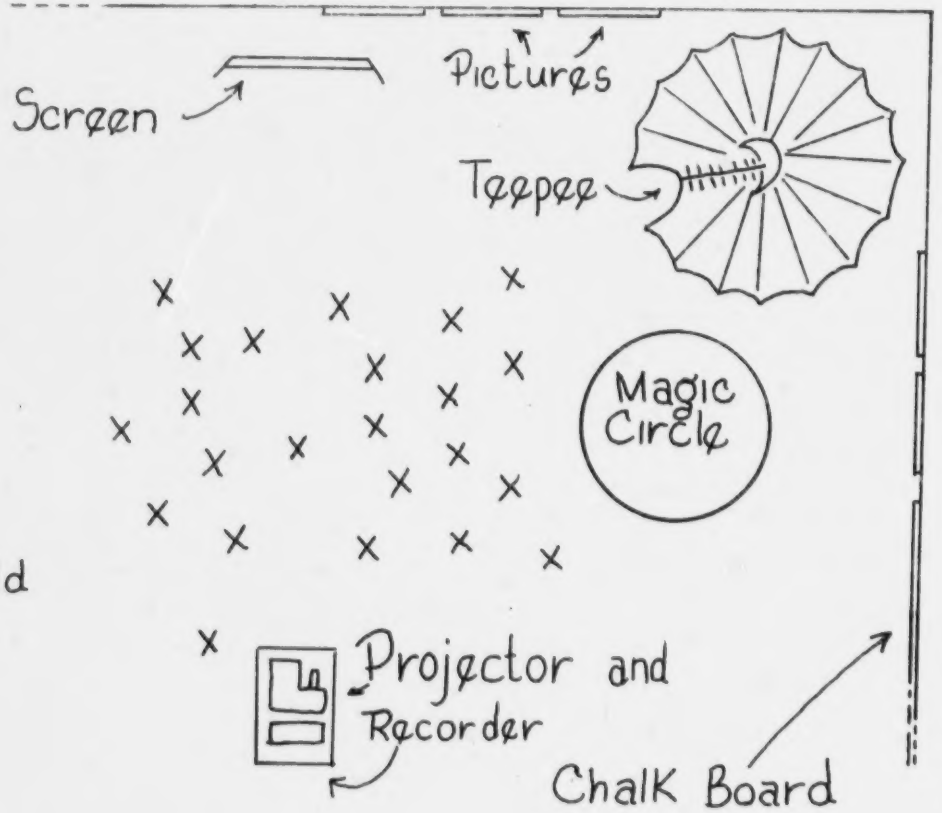
PROCEDURAL REMARKS:

a) If the weather allows, you may want to conduct this lesson outside, in a setting with several trees. If so, be sure to create a Magic Circle for the children to perform in.

b) Review PROCEDURAL REMARKS a, b and c of Lesson 7.

c) Remember to invite parents and other guests to tomorrow's dramatization. (See Lesson 9).

Classroom Diagram:



PRESENT

1. View and listen to frames 13 - 21; or, if outdoors, look at and discuss pages 13 - 21 of the picture story books.

Materials

filmstrip and tape recording projector
recorder and screen
Magic Circle
children's masks and costumes
7 picture story books (if lesson is done outdoors)

You will probably want to miminize discussion or questions in this step to save time.

Re-wind the filmstrip and recording to frame 13 again.

PARTICIPATE

2. Have 2 volunteers, one as Little Bear and one as Four Toes, put on their masks, enter the Magic Circle and dramatize that section of the story.

   You may want to have another child serve as narrator.

   Repeat with 2 or 3 groups of volunteer performers.

   Remember to applaud after each performance.

3. After 2 or 3 performances, show and listen to frames 13 - 21 again, to avoid the loss of story concepts.

   Leave the filmstrip and tape at frame 21.

   Then have 2 or 3 additional groups of volunteer performers dramatize that section of the story.

4. View and listen to frames 22 - 29; or, if outdoors, look at and discuss pages 22 - 29 of the story.

   Rewind the filmstrip and recording to frame 22 again.

5. Have 2 volunteers, one as Little Bear and one as Four Toes, put on their masks enter the Magic Circle, and dramatize that section of the story.

   Repeat, with 2 or 3 additional pairs of performers.

   Remember to applaud after each performance.

6. After 2 or 3 performances, review frames 22 - 29 again, to avoid the loss of story concepts.

   Then have 2 or 3 additional groups of volunteer performers dramatize that section of the story.

   You should be able to give every child a chance to perform.

EVALUATE

7. Ask children how they enjoyed the dramatization this time, and a few questions about what Little Bear learned from Four Toes.

   Collect and put away the costumes and masks.

PARENT ACTIVITY AND EVALUATION

Tell the children to tell their parents about their dramatization, and about Little Bear's encounter with Four Toes. Have them describe Four Toes to their parents, as well. If you are inviting parents to tomorrow's dramatization lesson, you may want to send home one more reminder with the children.

LESSON NINE: CREATIVE DRAMATIZATION

LITTLE BEAR

OBJECTIVE:

The children will dramatize the entire story.

EXPLANATION OF OBJECTIVE:

This lesson culminates the creative dramatization work of this unit. The children should be confident in their dramatization now, so this lesson should be fun to do before an invited audience of parents and other children.

MATERIALS:

Center-Furnished	Teacher-Furnished
filmstrip and tape recording	projector, screen, tape recorder
7 picture story books	children's masks and costumes
	Magic Circle

ADVANCE PREPARATION:

a) Prepare seating for the invited audience.

b) Set up the projector, screen and recorder. If you do this lesson outdoors, use the picture story books.

PROCEDURAL REMARKS:

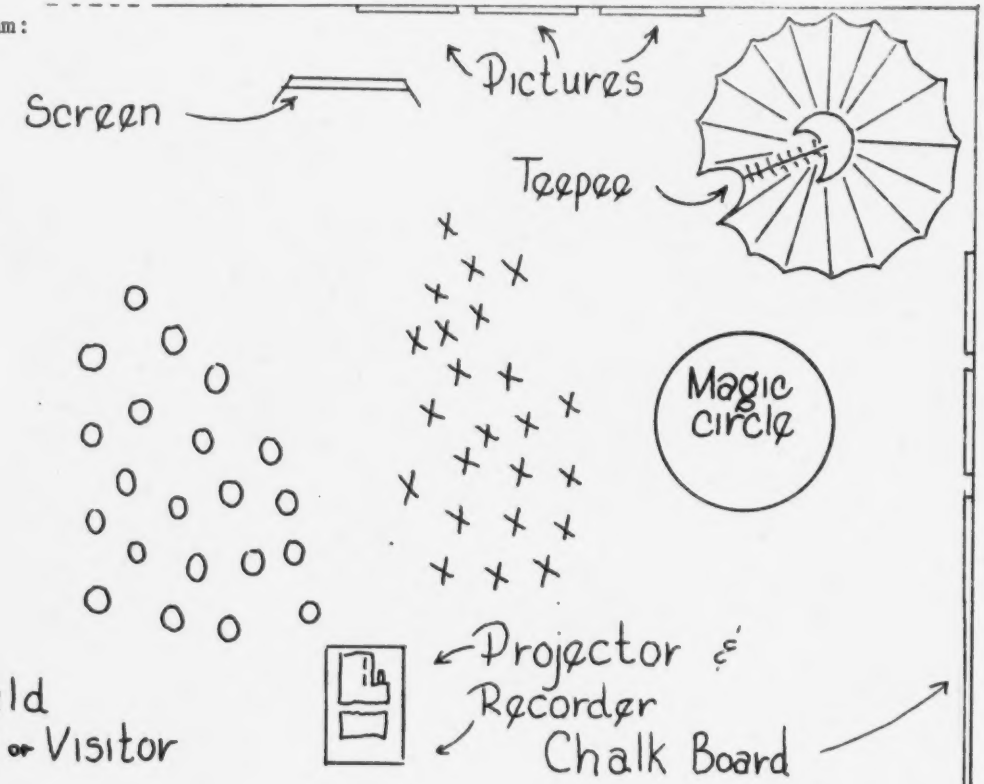
a) You should serve as narrator after showing the filmstrip or looking at a story book in Step 2.

b) If parents and others are present, briefly describe the dramatization method - the use of the Magic Circle, and the freedom of the children to interpret and dramatize as they understand the story. There is no need to discuss the story, however, as the audience will see and hear the filmstrip and tape as well as the dramatizations.

c) As in the previous two lessons, try to involve all children in the dramatization, and avoid imposing your interpretations or a script on the children.

d) Refer to a picture story book when narrating a segment of the story before having groups of children dramatize that segment.

Classroom Diagram:



Materials:

filmstrip and tape recording projector, recorder and screen
children's masks or costumes
Magic Circle

PRESENT

1. If you have a parent or visitor audience, briefly explain the method of dramatization being used, and the use of the Magic Circle.

2. Show and listen to the entire story, without interruption.

Use the picture story books if you are outdoors.

PARTICIPATE

3. Narrate a segment of the story. Then have several groups of volunteers dramatize that portion, using the Magic Circle as in the previous two lessons.

   Proceed through the story in two or three such segments of narration followed by several dramatizations.

Refer to a picture story book while narrating.

EVALUATE

4. Have volunteer children tell their classmates and the audience whatever about the story is important to them. Also, you might want to review some cultural aspects of the story with such questions as:

   DID LITTLE BEAR WANT TO GO HUNTING?

   WHY DIDN'T HIS BROTHER AND FATHER LET HIM?

   WHAT DID LITTLE BEAR LEARN FROM FOUR TOES?

   WAS LITTLE BEAR BRAVE?

   DO YOU THINK THAT LITTLE BEAR IS A GOOD NAME FOR THE BOY IN THE STORY?

Also encourage the parents to discuss the story with the children.

LESSON TEN: ART AND EVALUATION

LITTLE BEAR

OBJECTIVE:

The children will create a mural or individual pictures of their favorite part of the story, or of their favorite character.

EXPLANATION OF OBJECTIVE:

This lesson is intended to conclude the unit. By producing pictures, the children will be producing a record of the unit for them to keep, talk about, and refer to later. This activity should also facilitate concluding discussion about the story and traditional Yakima culture with and among children as they work on their pictures.

MATERIALS:

Center-Furnished	Teacher-Furnished
filmstrip and tape recording	projector, tape recorder and screen
7 picture story books	large mural paper
	small sheets of paper for individual children
	crayons, pencils or paints
	copies of take-home discussion questions

ADVANCE PREPARATION:

a) Arrange the children so they can work at their tables or on the mural, as they choose.

b) Have the art supplies ready to distribute.

c) It would be helpful to have one or two parent volunteer aides who know the story help with this lesson.

d) Prepare and ditto a sheet of take-home questions of your own choosing for the parents to use in discussing this unit with their child.

e) You may also want to prepare and ditto a coloring sheet for the children to take home and use as a part of Step 3 of this lesson.

PROCEDURAL REMARKS:

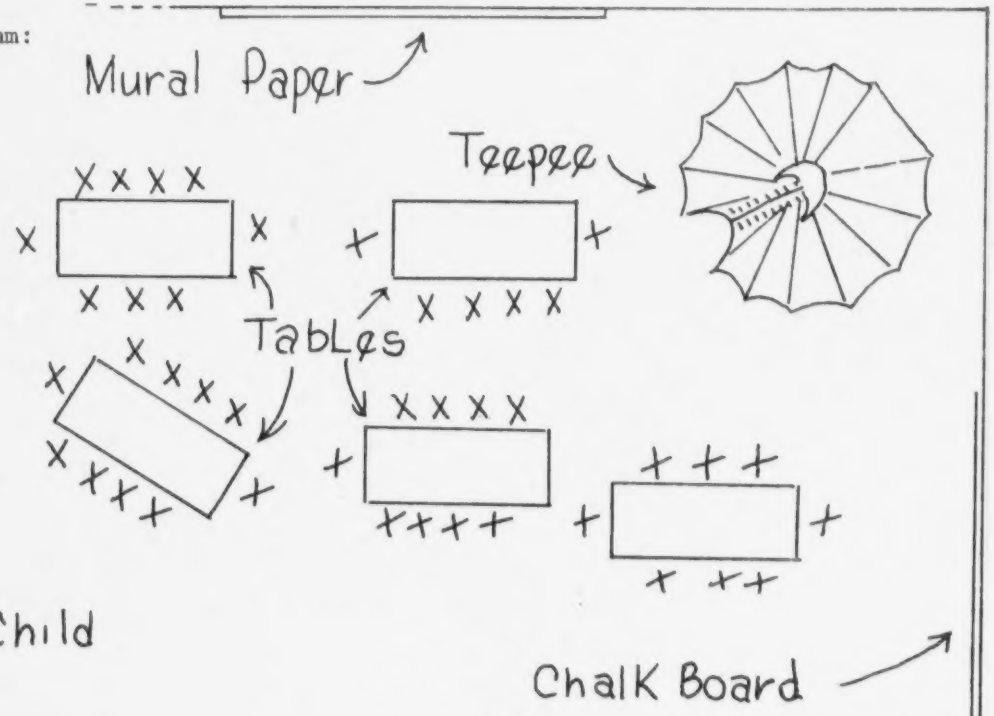
a) Keep the lesson as relaxed and supportive of discussion as possible.

b) Circulate to talk with individual children about what they are doing.

c) Encourage the children to share their ideas with each other as well as with you and your aides.

d) You may want to staple the coloring pages and drawings of each child together so the children have their own booklets about Little Bear to take home.

Classroom Diagram:



Materials

filmstrip and tape recording
7 picture story books
art supplies for mural and individual pictures

PRESENT

1. Distribute the picture story books, one to each group of children. Review the story with them, using the books. An alternative is to show the filmstrip and listen to the tape recording of the story one more time.

Have your aide helpers do this at each small group if you use the story books.

PARTICIPATE AND EVALUATE

2. Have the children choose to either work on a mural or to prepare their own individual pictures of the part of the story and the character or characters they like best.

   While they are working on their pictures, encourage them to talk about the story, both with you and your aides, and with each other.

   Allow the children to refer to the picture story books if they wish.

   Direct the discussion towards such topics as:

   You may want to later record your impressions of each child's reaction to this unit as part of your overall evaluation of the children and these materials.

   WHAT DID THE TRADITIONAL YAKIMA PEOPLE HUNT WITH?

   HOW DID A BOY BECOME A MAN AND EARN HIS FIRST FEATHER?

   HOW DID YOU LIKE THE STORY?

   WHAT ACTIVITY DID YOU ENJOY THE MOST?

   WHAT DID YOU LEARN ABOUT TRADITIONAL YAKIMA INDIAN PEOPLE?

   WHAT ELSE WOULD YOU LIKE TO KNOW?

PARENT ACTIVITY AND EVALUATION:

Have the children take their pictures homes and discuss them and the story with their parents. If a child worked on the mural, invite his or her parents to come to the classroom so the child can talk about the mural with them.

Encourage the parents to discuss the story with their children.

EVALUATION FORM LITTLE BEAR

We are asking you to help us get a thorough evaluation of this Unit, in order for us to have as good a picture as possible of what works and what doesn't. These materials and activities will be revised on the basis of your information, so please be as thorough and accurate as possible.

Section One - LESSON SUCCESS

Please indicate whether each lesson was accomplished successfully or not, and indicate approximately how many minutes you spent on each lesson.

Lesson	Successful	Unsuccessful	Minutes Spent
LESSON ONE: PREPARATION	_____	_____	_____
LESSON TWO: INTRODUCTION	_____	_____	_____
LESSON THREE: COMPREHENSION	_____	_____	_____
LESSON FOUR: COMPREHENSION	_____	_____	_____
LESSON FIVE: TRACKING	_____	_____	_____
LESSON SIX: CREATIVE DRAMATIZATION	_____	_____	_____
LESSON SEVEN: CREATIVE DRAMATIZATION	_____	_____	_____
LESSON EIGHT: CREATIVE DRAMATIZATION	_____	_____	_____
LESSON NINE: CREATIVE DRAMATIZATION	_____	_____	_____
LESSON TEN: ART AND EVALUATION	_____	_____	_____

COMMENTS:

Section Two - TLACHING TECHNIQUES

Please indicate your assessment of each of the following techniques suggested for use in these lessons by placing an X at the point on each scale which corresponds to your perception:

1. The Yakima Cultural Corner

For the children, the Yakima Cultural Corner was:

effective___:___:___:___:___:___:___ineffective
distracted the children___:___:___:___:___:___:___focused their attention

Did you conduct all lessons in the Cultural Corner? ___Yes ___No
COMMENTS:

Did the children play there during free time? ___Yes ___No
COMMENTS:

Did the corner serve to focus the activities and concepts of the unit for the children?

___Yes ___No

COMMENTS:

Please discuss any problems you had with the Cultural Corner:

2 Outside Resource People

Did you use any outside resource people, as suggested in the lessons?

___Yes ___No

If Yes:

(a) Please discuss how qualified your resource people were:

(b) Please discuss how their contributions fitted in with the lessons:

COMMENTS:

3. Volunteers

Did you call only on children who volunteered to answer or perform, as suggested in these lessons?

___Yes ___No

If Yes: The volunteering procedure was:

effective___:___:___:___:___:___:___ineffective

Did each child volunteer at some point in each lesson?

___Yes ___No

COMMENTS:

4. Asking the children graded difficulty questions in the Comprehension Lessons (Lessons Three and Four) was:

effective___:___:___:___:___:___:___ineffective
helpful___:___:___:___:___:___:___not helpful

Were the directions regarding how to formulate and use graded difficulty questions adequate and clear?

___Yes ___No

COMMENTS:

5. Parent Involvement

Each lesson suggested some form of involving the parents in the activities and content of the unit. Please comment on your use of these activities, and give your estimation of their usefulness and effectiveness:

6. The Role of the Aide

Please describe the different activities and responsibilities of your classroom aide in the lessons of this unit. Also, please comment on how this aspect could be improved in the lessons:

7. Having the children follow the bear tracks, as distinguished from the elk tracks in Lesson Five, Tracking, was:

effective___:___:___:___:___:___:___ineffective
fun___:___:___:___:___:___:___dull

Did you do this lesson outdoors? ___Yes ___No

Please comment on your children's reactions to the Tracking Lesson, and on how you feel it could be improved:

8. Using the filmstrip and story to stimulate the Creative Dramatization activities in Lessons Six, Seven, Eight, and Nine, was:

effective___:___:___:___:___:___:___ineffective
too time-consuming___:___:___:___:___:___:___too brief

COMMENTS:

Using the Magic Circle for performing children to perform in was:

effective___:___:___:___:___:___:___ineffective

COMMENTS:

Did you invite the children's parents to the final Dramatization lesson?

___Yes ___No

COMMENTS:

Please comment on your children's reactions to the dramatization activities, and on how you feel they could be improved:

9. Please describe what activities the children participated in in Lesson Ten, Art and Evaluation, and your perception of them as culminating activities for the unit:

Section Three - THE MATERIALS

1. The packaging of the materials is:

satisfactory___:___:___:___:___:___:___unsatisfactory

2. The quality of the filmstrip is:

satisfactory___:___:___:___:___:___:___unsatisfactory

3. The quality of the tape recording is:

satisfactory___:___:___:___:___:___:___unsatisfactory

Circle the type of recording you used: open-reel cassette

4. The picture story books are:

interesting___:___:___:___:___:___:___dull
appropriate___:___:___:___:___:___:___inappropriate

Please briefly describe how you and your children used the picture story books:

5. The background wall pictures are:

useful___:___:___:___:___:___:___useless

6. The coloring pages are:

interesting___:___:___:___:___:___:___dull
too easy___:___:___:___:___:___:___too difficult
relevant___:___:___:___:___:___:___irrelevant

Please briefly describe how you and your children used them:

Were you able to make ditto masters of adequate quality from the coloring page master drawings furnished:

___Yes ___No

COMMENTS:

7. Was the teepee easy enough to set up in your room? ___Yes ___No

Were the directions clear? ___Yes ___No

Did you and your children decorate the teepee? ___Yes ___No

COMMENTS:

8. The Teacher's Manual

The Introductory Pages (pages i - v) are:

adequate___:___:___:___:___:___:___inadequate
clear___:___:___:___:___:___:___not clear

The Cultural Notes, which precede Lessons One, Two, Three, and Four, are:

relevant___:___:___:___:___:___:___irrelevant
helpful___:___:___:___:___:___:___not helpful
adequate___:___:___:___:___:___:___inadequate
clear___:___:___:___:___:___:___not clear

The lessons are:

appropriate for the children___:___:___:___:___:___:___inappropriate
clear___:___:___:___:___:___:___not clear
too specific___:___:___:___:___:___:___too general
easy to use___:___:___:___:___:___:___difficult to use
sequenced properly___:___:___:___:___:___:___had confusing sequence

COMMENTS:

Section Four - OVERALL ASSESSMENT

The general goals of this unit are to increase the children's awareness of certain aspects of traditional Yakima people and their culture, and to increase the children's appreciation and sense of worth of that culture and people.

With these goals in mind, please indicate your overall assessment of this unit in regard to each of the following facets:

1. The enjoyability of the story to the children:

great___:___:___:___:___:___:___little

2. The involvement of the children in the story and activities:

great___:___:___:___:___:___:___little

3. The children's awareness of traditional Yakima people and their culture:

increased___:___:___:___:___:___:___decreased

4. The children's appreciation and sense of worth of traditional Yakima people and their culture:

increased___:___:___:___:___:___:___decreased

5. Your overall judgment of this unit:

successful___:___:___:___:___:___:___unsuccessful

COMMENTS:

Thank you. Please have this form completed when the unit is returned.

ED 068238

LITTLE BEAR

NOV 21 1972
E.R.I.C.

LEVEL A

1972

CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION
P.O. Box 329
Toppenish, Washington 98948

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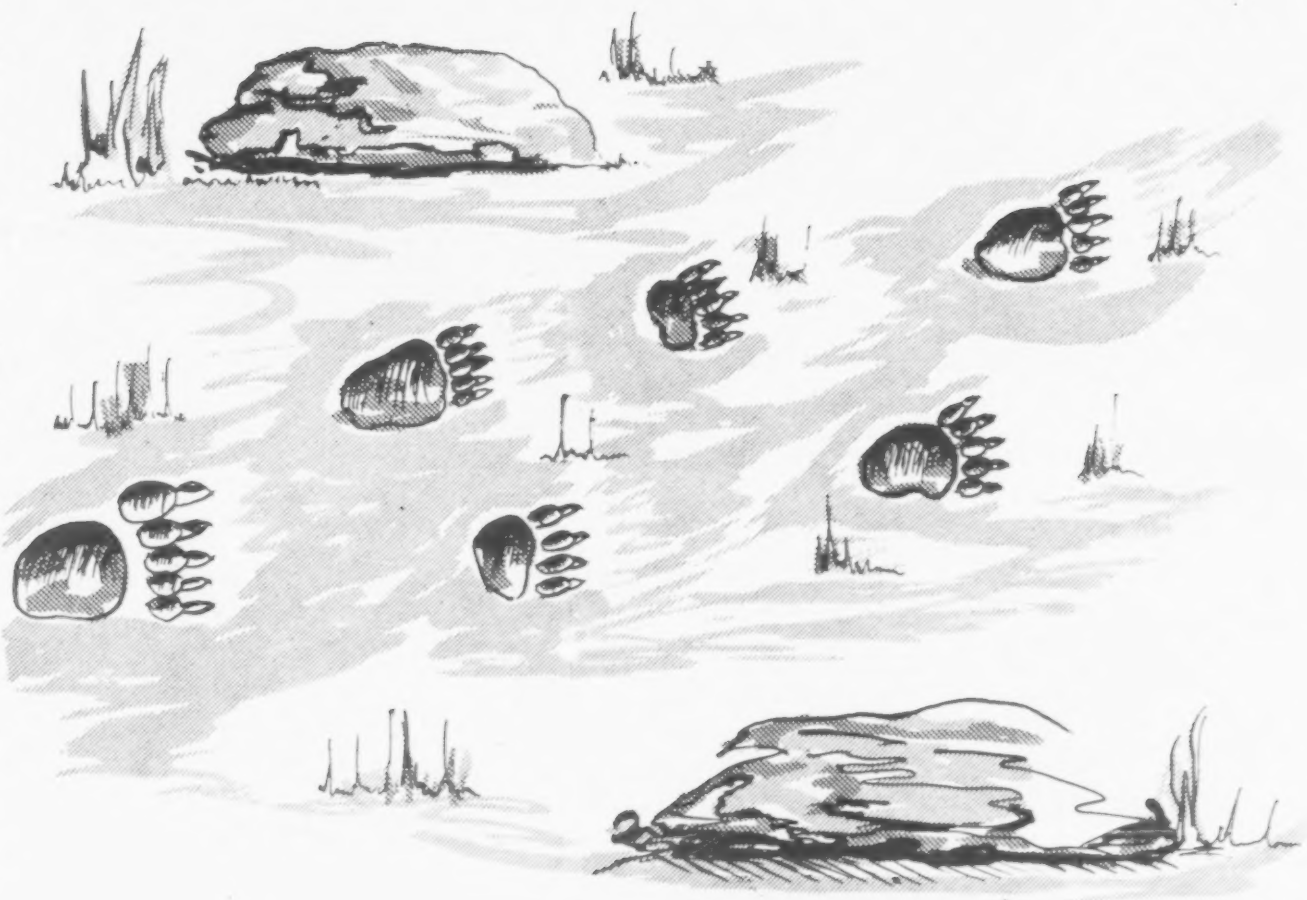
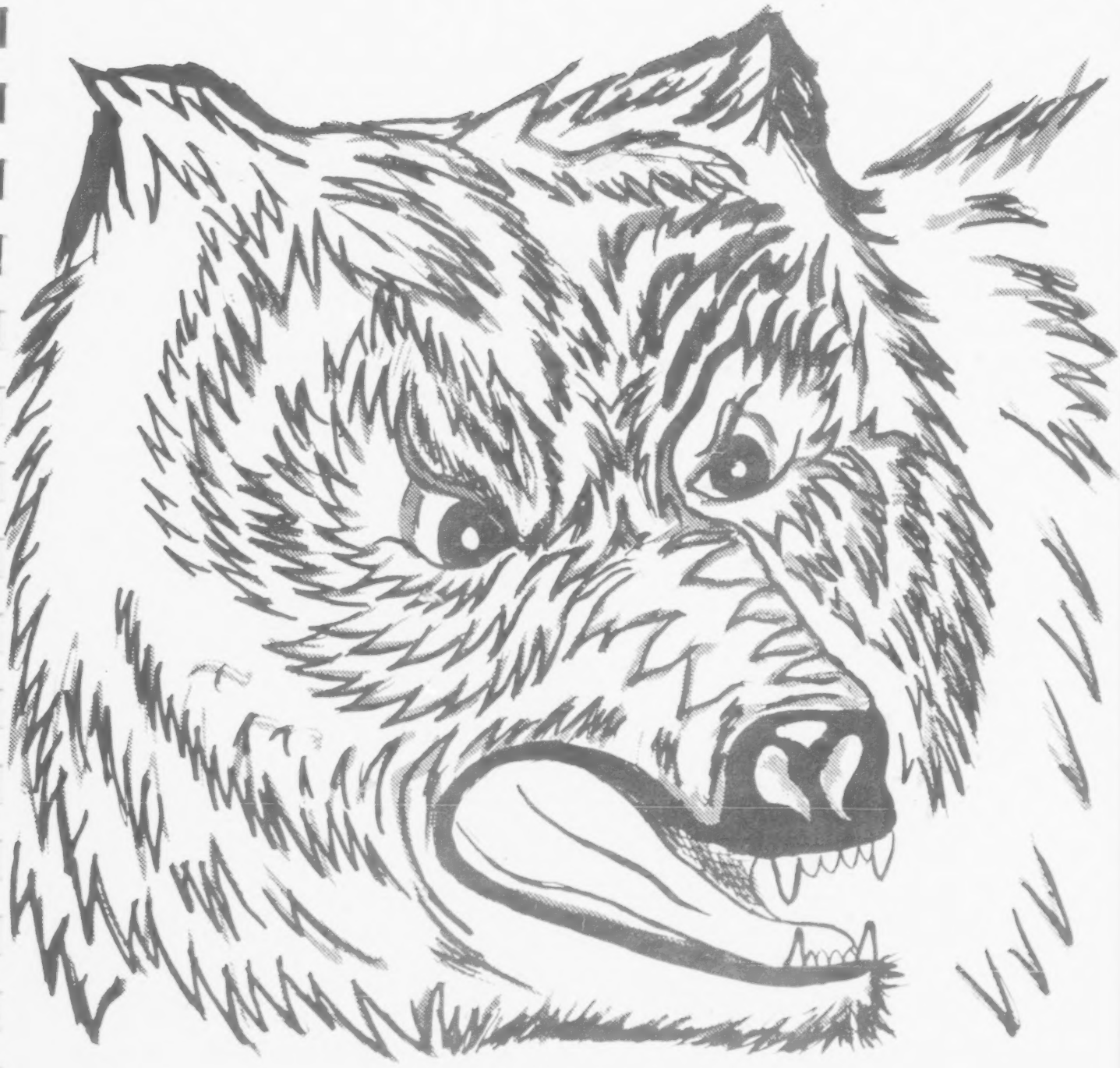
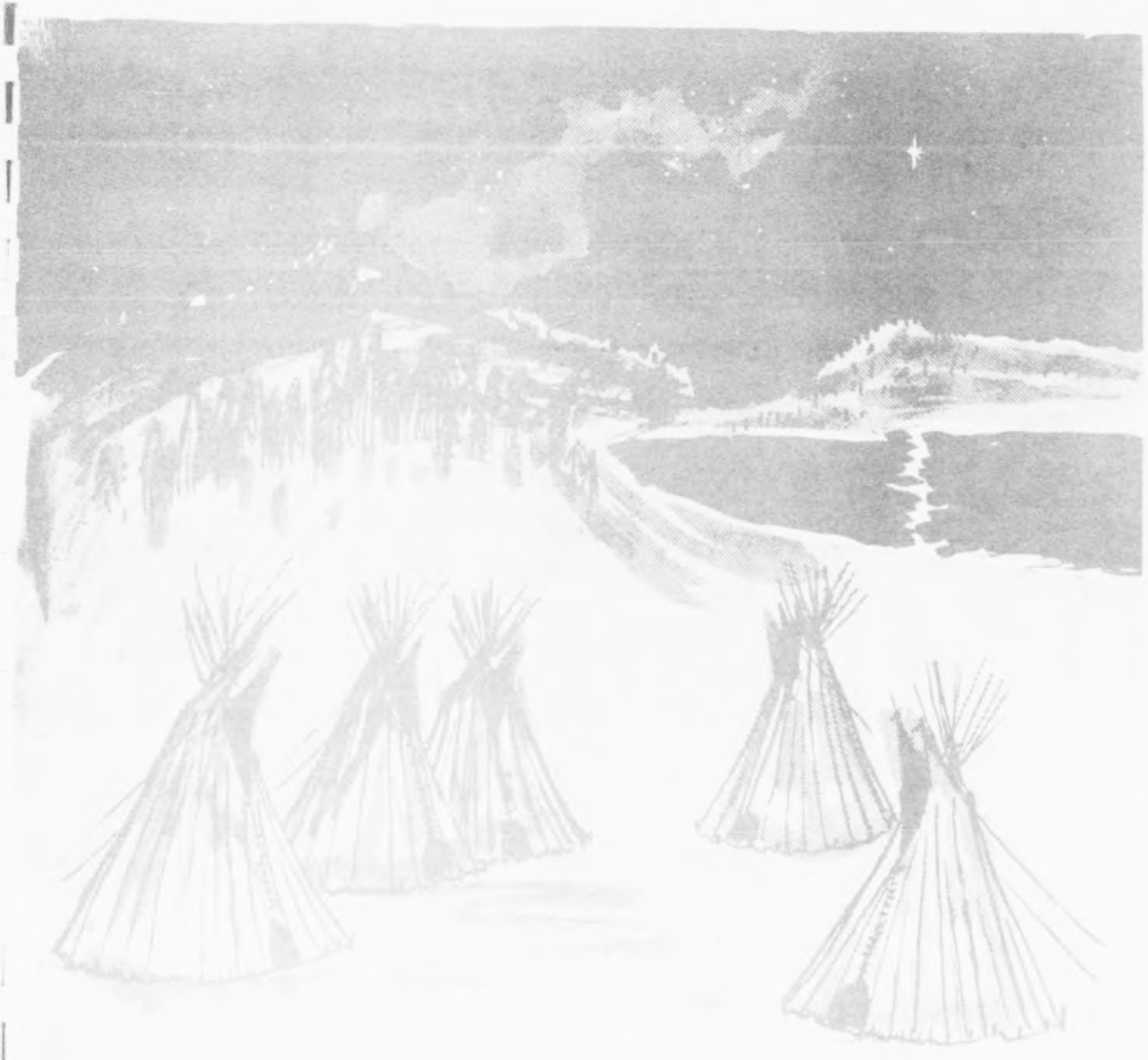


87





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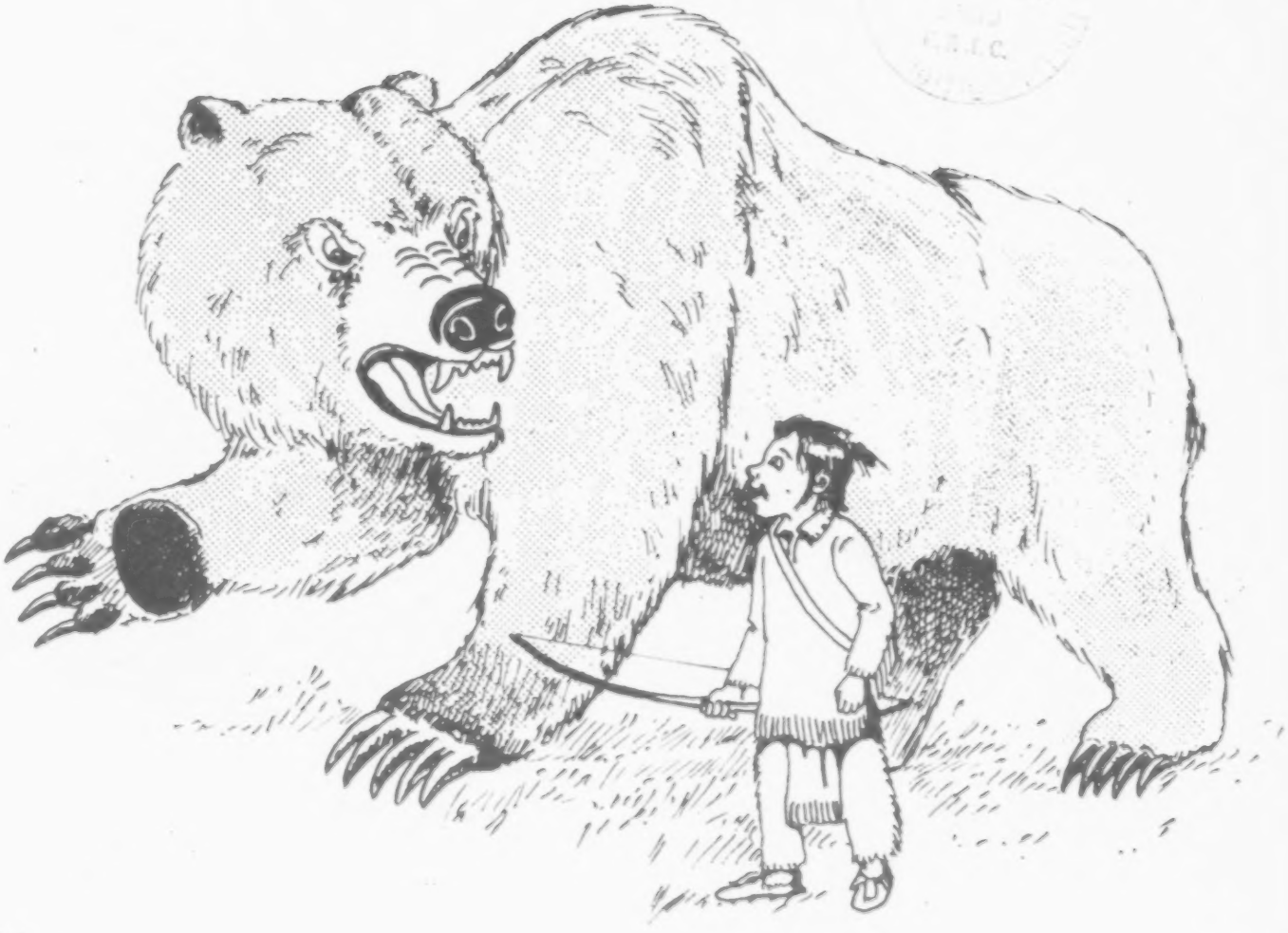
LITTLE BEAR



LEVEL B

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Once upon a time, a long time ago, there lived at the edge of a forest, a tribe of Indians.

A small boy lived in this village. His name was Little Bear.

He wanted to go hunting with his father, his brother, and the other hunters.

His brother said, "You are too young, Little Bear. Stay home and play with the other children. One day you will be old enough to go hunting."

His father said, "You cannot go with us, Little Bear. You must stay with your mother now. She will teach you many things."

Little Bear said, "But I cannot earn my feather this way. I cannot show how brave I am if I do not go on the hunt."

But father said, "You must stay home. You belong at home now. One day you will be old enough to go. Be patient, Little Bear."

Be patient! Be patient! They always tell me to be patient. I will show them.

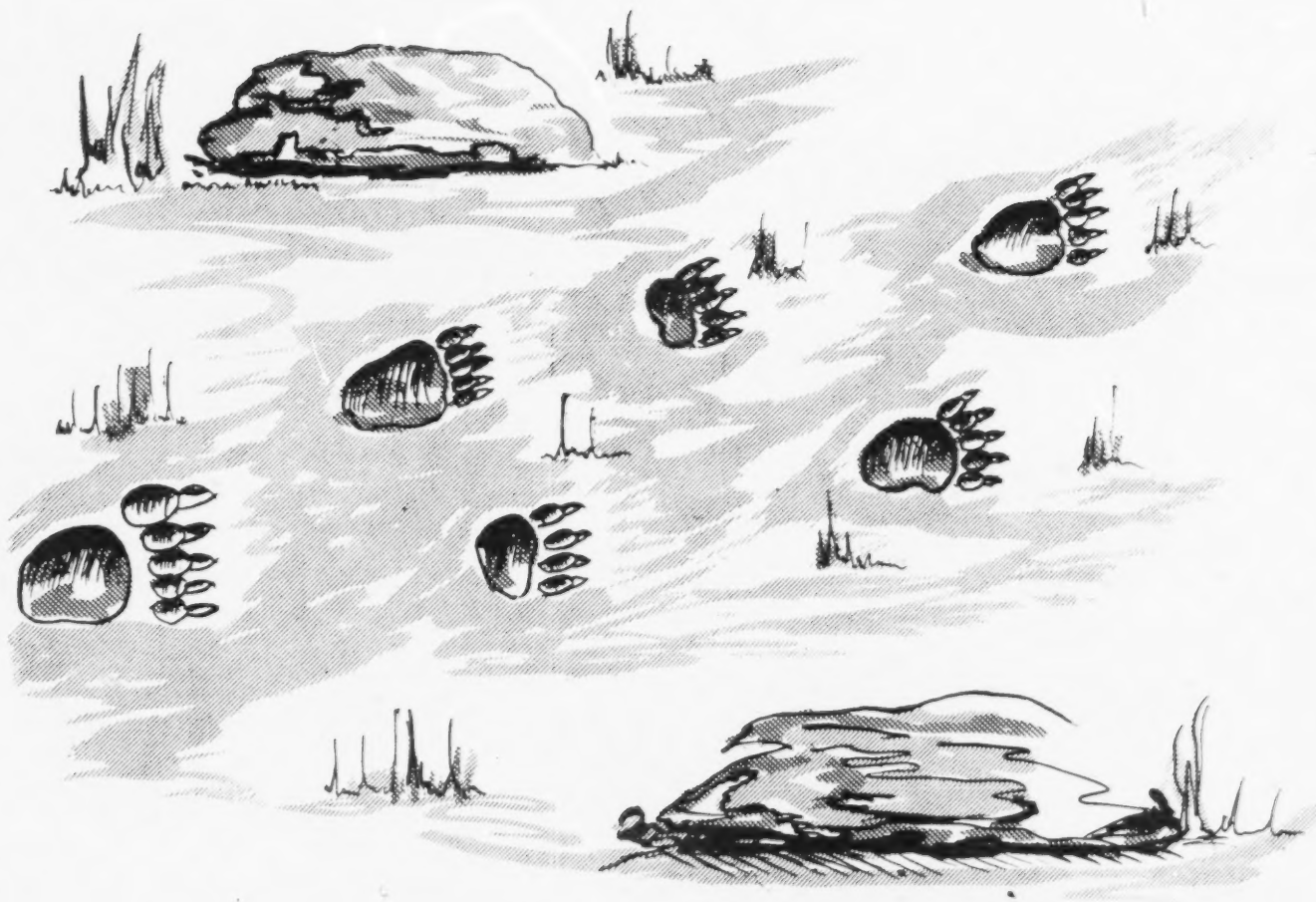
He took his brother's bow and arrows. He said, "I will go into the forest all by myself. I will show them how brave I am. I will earn my first feather for bravery. I will show them."

Little Bear set out for the deep, dark forest. He thought, "I know what I'll do. I'll hunt for the Giant Grizzly Bear, Four Toes. Everyone is afraid of Four Toes. I have heard stories about Four Toes."

I will hunt for Four Toes. I will find him. I will show them. I will earn my feather. Everyone will say, "Look at Little Bear. He is no longer Little Bear." I'll show them.

Little Bear came to a river. On the river he saw many animal tracks.
He saw deer and elk tracks. He saw raccoon, porcupine and skunk tracks.

He climbed a mountain. He saw a deep canyon. There were many animal tracks in the canyon. They were all old tracks. No, there was one set of new tracks - bear tracks.



The tracks were very big. They were different. There was a toe print missing on one track. These tracks must belong to Four Toes.

He must be brave. He walked deeper into the canyon. He walked into the trees. The sun was shining, but it was dark in the forest. He could hear many sounds. He heard trees falling.

Little Bear crept from tree to tree. He crawled over a small hill. He looked over the other side. On the other side of the hill he saw a huge bear.

112

It was Four Toes. He could see the right paw and it had only four toes.

A long time ago some hunters chased Four Toes. They had a fight with him. He lost a toe in the fight. Four Toes was a wise, strong bear. Little Bear looked at Four Toes. He was afraid of the big bear.

He must be brave. He put an arrow in his bow. He shot at Four Toes. The arrow hit Four Toes. It did not hurt him.

Little Bear put another arrow in his bow. Four Toes turned around. He saw Little Bear. At first he was very angry.

1_6

He looked at the little boy and then he laughed. Little Bear was afraid but he did not run away.

The big bear laughed again. "I could smash you. I could eat you. Why have you come here?"

"I - I have come to show my people that I am brave. I have come to earn my first feather."

"You are just a child. But you are brave. I will not smash you. I will not eat you. You must go back to your village where you belong."

"Go home to your mother. Go home and be a child. You have proven that you are brave. Go home and be a child as long as you can. One day you will become a man."

"You will be wise and live a long time like Four Toes. I will give you my power."

"Now go back home. Be a child. Be patient. One day you will be a man. Go now. Do not tell anyone what I have told you or what I have said will not come true."

Little Bear thought, "It is true that I am a child and that I should be a child for as long as I can."

Little Bear went back home. It was dark when he reached the village. He wanted to tell the first person he saw all about what happened, but he remembered what Four Toes said, "Tell no one."

He talked to his brother. He talked to his father. He talked to his mother.
Though he had been gone all day - -

no one had missed him.